DOCUMENT RESUME

ED 234 176 CE 036 867

AUTHOR	Harlow, James D.
TITLE	Innovative Community-Based Career Exploration for Disadvantaged Youth. Final Report.
INSTITUTION	Capitol Publications, Inc., Arlington, VA.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	30 Jun 81
NOTE	105p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Career Education; Community Education; Cooperative Programs; Delinquency; *Delinquency Prevention; *Delinquent Rehabilitation; Disadvantaged Youth; *Group Homes; Institutional Cooperation; Program Effectiveness; *Program Implementation; *Self Actualization; Self Concept; Self Concept Measures; Self Evaluation (Individuals); Social Psychology; Two Year Colleges; Youth Problems
IDENTIFIERS	Cedar Valley College TX; Dallas County Boys Home TX

ABSTRACT

A self actualization and career education project was conducted by Cedar Valley College, one of the colleges in the Dallas County Community College District (Texas), for residents of the Dallas County Boys' Home. An instructor from the college's counseling center conducted programs on both campuses, and in addition to this linkage, the project director made numerous visits to the Boys' Home to maintain working relationships with the administrative staff. The basis for the development of the program was the model of the social reality of crime developed by Richard Quinney. An intervention strategy was developed to change the predelinquent and delinquent youths' self-concepts and ideas about careers to positive and prosocial attitudes, in order that they would manifest these behaviors instead of the behaviors common to criminals. Throughout the initial phase of the course, group activities designed to increase self-awareness and interpersonal skills were used. The second phase of the course aimed to impart career information. Outcomes of the project were difficult to measure because of changes in personnel at the Boys' Home and in the college and because so few boys participated in the entire program from September to May. Various sociometric techniques were used for pre- and posttests, and the Career Education Measurement Series was used to test knowledge and information about careers. Problems with administration of all these instruments, however, prevented the drawing of any definite conclusions about the effectiveness of the program. Recommendations were made for dealing with personnel and administrative changes and for choosing and administering evaluation instruments to enhance the evaluation of such projects. (KC)

ED234176

FINAL REPORT

Project No.: 11230089

Innovative Community-Based Career Exploration for Disadvantaged Youth

Conducted Under
Public Law 94-482, Title II

The project reported herein was performed pursuant to a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency. Institutions undertaking such projects under state and/or federal sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official U.S. Office of Education nor the Texas Education Agency's position or policy.

James D. Harlow
Cedar Valley College
Lancaster, Texas

June 30, 1981

CE036867

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D Borst Lono

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Table of Contents

List of Tables

Acknowledgements

Chapter One - Problem Area, Goals and Procedures I-1
1.1 Problem Area I-1
1.2 Goals and Objectives of the Project I-3
1.3 Procedures and Techniques Used I-3
1.4 Testing I-11
1.5 Analytical Limitations I-15

Chapter Two - Residents' Characteristics II-1
2.1 Demographic Characteristics II-1
2.2 Cognitive Maps II-6
2.3 Academic Levels II-6
2.4 Personality Tests II-17
2.5 Occupational Interests II-17

Chapter Three - Evaluation III-1
3.1 Methodological Issues III-1
3.2 Sociometric Analysis III-6
3.2.1 Testing Results III-7
3.2.2 Isolates III-10
3.2.3 Rejects III-10
3.2.4 Implications III-10
3.3 Career Education Measurement Series (CEMS) III-10

Chapter Four - Summary, Conclusions, & Recommendations IV-1

Technical Appendix A A-1

List of Tables

	Page
Chapter One - Problem Area, Goals & Procedures	
Chapter Two - Residents' Characteristics	
Table 2-1 - Summary Table of Demographic Characteristics	II-2
Table 2-2 - Summary of Arrest/Conviction of Family Members & Resident	II-2
Table 2-3 - Geographic Location of Residents' Home & Schools	II-10
Table 2-4 - Summary Table of Cognitive Mapping Scores	II-14
Table 2-5 - Spelling, Reading, & Math Levels By Demographic Characteristics	II-18
Table 2-6 - Self-Concept by Demographic Data	II-19
Table 2-7 - Is of Identity	II-20
Table 2-8 - Students' Locus of Control	II-21
Table 2-9 - Strong-Campbell Interest Inventory	II-23
Chapter Three	
Table 3-1 - A Summary of the Average Choices Made, Choices Received and Mutual Choices	III-8
Table 3-2 - A Time Series Comparison of Academic & Social Nominations	III-12
Table 3-3 - Career Education Measurements Series (CEMS) by Demographic Characteristics	III-18
Chapter Four - Summary, Conclusion, Recommendation	
Technical Appendix	
Table A-1 - Time Series Comparison of Summary Data for all Positive Choice Questions	A-1
Table A-2 - A Summary of Positive Choices for class Project Question	A-4

List of Tables (cont'd)

Table A-3 - Time Series Comparison of Positive Sociometric Choices on Social Dimension A-7

Table A-4 - Time Series Comparison of Sociometric Choices on all Negative Choices Questions A-10

Table A-5 - Time Series Comparison of Negative Sociometric Choices on Academic Dimensions A-13

Table A-6 - A Time Series Comparison of Negative Choices on Social Dimensions A-16

Table A-7 - Time Series Comparison of Positive & Negative Choices on All Dimension A-19

Table A-8 - Time Series Comparison of Positive & Negative Choices on Academic Dimension A-24

Table A-9 - Time Series Comparison of Positive & Negative Choices on Social Dimension A-29

ACKNOWLEDGEMENTS

The author wishes to express his appreciation to the staff of the Dallas County Boys' Home for their support of the research project over the last two years. This report would not be possible without the assistance of Joe James, Jimmy Warner, and Rosie Brazier. I am indebted to each of the individuals and to the Texas Education Agency.

Readers are reminded that the opinions expressed in this document represent the beliefs of the author. This report has not been endorsed by the Texas Education Agency, Cedar Valley College or the Dallas County Boys' Home. The author alone is responsible for the finding, content, and conclusions presented.

CHAPTER ONE

PROBLEM AREAS, GOALS AND PROCEDURES

1.1 Problem Area

Contemporary literature written in the fields of Education, Counseling, and Criminal Justice speaks to the continuing need of incarcerated youth for effective vocational training.[1] Traditionally, this method of training has been viewed by rehabilitation specialists as an integral part of any correctional efforts.[2] Currently, however, a dearth of knowledge still exists regarding the development, operation, and evaluation of Vocational/Career Education programs to assist crime prone youth. The last decade witnessed an emphasis by public schools toward what has become known as Career Education. In a 1974 policy statement the U.S. Department of Education defined Career Education as "...an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary to make work a meaningful, productive, and satisfying part of his or her way of living."[3] The public schools of Texas recognized a need to offer occupational and career exploration opportunities to their students through the new Career Education curriculums. Many districts actively integrated Career Education outcomes into their basic curricula both in their primary and secondary schools.[4]

Toward the latter portion of the 1970's the administration of the Dallas County Boys' Home sought out new methods of offering vocational and career oriented courses at their facility. However, due to a restricted budget and limited staff, they had no means of offering the needed courses. The closest educational facility which had the capacity to deliver the needed curriculum to the Boys' Home was Cedar Valley College--a relatively new Dallas County Community College. The college, in an effort to assist a neighboring public institution, agreed to seek a grant from the Texas Education Agency (TEA) which would allow the counseling staff to design a specific Human Development course for the Boys' Home residents. The TEA Grant was awarded to Cedar Valley for academic year 1979-80. The infusion of the Human Development curriculum into the daily educational activities of the Boys' Home was considered very successful by their administration. The administration once again requested that the program be offered at their facility for academic year 1980-81. Cedar Valley, in an effort to once again provide the special curriculum, requested that the grant be continued by TEA. Upon resubmission, TEA agreed to fund the grant another year. At the beginning of the second year of the project, the Dallas County Boys' Home had changed it's name to the Dallas County Youth Village, but it's basic purpose remained the same.

The Dallas County Boy's Home can best be described as a community-based, correctional facility.[5] It provides residential care for pre-delinquent and delinquent boys from Dallas County who are between the ages of ten and seventeen. Admission is available only through the court via the Dallas County Juvenile Department. The program is directed toward rehabilitation through supervised living experiences; a specialized educational program; and a pragmatic vocational program. Comprehensive recreational, agricultural, and camping experiences are also part of the program. The Boys' Home, in philosophy and physical structure is the polar opposite of the traditional fortress-like prison which serves as a place of banishment. It is a small, open facility located near the population center from which its' residents are drawn. One of the premises used in creating a community-based correctional facility such as this one is that the appropriate environment used in changing or modifying behavior is the environment to which the offender must adjust. The desired impact is to prepare offenders for the constantly changing dynamic world they will enter once their incarceration has ended.[6]

The court typically places crime-prone youth in the jurisdiction of the home for approximately one year. Normally, the population of the facility will range from forty to seventy residents. In the spirit of a community-based facility, the youth are not exclusively restricted to the physical location. On weekends, the boys are allowed to live with their families in their own homes. Likewise, the boys' family members are allowed to visit them during the week at the facility should the need arise. Along with visitation priviledges, the home offers, as part of its special curriculum, a camping exercise. This highly specialized program allows residents to go into the wilderness areas on what are called stress camping expeditions. The boys are also encouraged to attend formal Boy Scout recreational camping activities. Along with camping activities, the residents are taken on special field trips such as an annual deer hunt. Other off-campus activities which the boys attend are: Dallas Cowboys football games; Six Flags Over Texas; State Fair of Texas; symphonies and movies.

During their incarceration at the home, many boys are allowed, through an incentive program, to live in a halfway house called the Rotary House. Here each youth resides with fellow-offenders but is allowed to attend public school in the nearby community. The townhouse offers the boys a great deal more freedom than they are allowed at the institution. Each boy must learn to resist the temptations that are ever present in the community in order to be successful at the townhouse.

1.2 Goals and Objectives of the Project

During the second year of the project the Counseling Center at Cedar Valley once again proposed to take their special outreach program to the Dallas County Boys' Home residents. As in the first TEA grant, the overriding objective of this action-intervention project was to utilize the Human Development curriculum of the college and its resources to facilitate behavioral changes in the home's delinquent residents. Through self- and vocational exploration, it was hoped that the youthful residents of the home would demonstrate behaviors conducive to good citizenship and occupational success. Hopefully the program would foster a relationship between the Boys' Home and Cedar Valley College which would provide a recognizable impact upon recidivism patterns of adjudicated youth thus providing a service to both the individual and his community.

The Human Development course was designed to assist students chart a course for the realization of self-established career goals and to develop an effective approach to decision making throughout life based on the development of self.[8]

1.3 Procedures and Techniques Used

The second year of the project began the first week in September, 1980. The classes met every morning for two hours, five days a week throughout the academic year. The curriculum was a synthesis of two separate Human Development courses offerings - "Education and Career Planning" and "Basic Processes of Interpersonal Relationships". These two distinctively different but related curriculum offerings were brought together in an effort to maximize their rehabilitational effects. The first of the year was primarily concerned with addressing the personal, social, or family difficulties which would influence the participants future activities, especially those that were career or job oriented. This phase of the project was group-oriented and activities were planned to promote mature, interpersonal involvement within the group through an understanding of the causes and effects of each participants' personal behavior. Areas emphasized were self-awareness, locus of control (internality vs. externality), communications skills, values clarification, decision-making, problem solving, conflict resolution, and goal setting. Special sub-areas of concern to this population which were addressed by the curriculum consisted of social alienation, physical isolation, stigmas, family or marital difficulties and financial deprivation. During this phase of the project, the instructor was especially sensitive to act as a group facilitator and to implement effective counseling strategies.

The second semester of the course consisted of a concentrated effort to increase the students' awareness of the educational/career relationship and how it functions as a vehicle for success in the mainstream of society. The areas which were advanced in this portion of the course were: career planning and decision making; career and occupational information; job acquisition and retention; attitudes and appreciation of career success and self-investigation; and evaluation of career choices. The teaching strategies were multidimensional and utilized Cedar Valley resources. Significant areas of concern which were addressed during this process interval were: understanding the occupational needs of the local community; what types of educational and training programs exist in the immediate area; "realistic" expectations of employers; the day-to-day operations of selecting a career.

The formal objective of the course was that through group participation, the student would develop a mature, interpersonal involvement with his class, the Boys' Home and his community while acquiring a better understanding of the course and the effects of his personal behavior on the degree of his success in the world of work. The general syllabus designed for this special curriculum offering was as follows:

UNIT OBJECTIVES:

Unit 1: Self Awareness - Students will demonstrate increasing awareness of self by openly discussing themselves, their feelings, motives, values, and perceptions.

Concepts/Skills for Mastery:

Students should be able to:
1. Find the gap between their ideal self and actual self.
2. Determine what they would like to change about themselves.
3. Demonstrate the value of feeling positive about themselves.
4. Demonstrate the value of accepting themselves with their strengths and their weaknesses.

Unit 2: Self-Disclosure - Students will demonstrate an understanding of self-disclosure by initiating relationships with others who they do not know and by responding empathically to others' revelations.

Concepts/Skills for Mastery:

Students should be able to:
1. Share initial feelings and thoughts with other individuals.
2. Take risks in revealing themselves to other individuals.
3. Experience a variety of ways to disclose themselves to others.
4. Encourage openness, trust, risk-taking, and feedback with other individuals.

Unit 3: Goal Setting - Student will demonstrate an understanding of the goal setting process by establishing and achieving three personal goals during the semester.

Concepts/Skills for Mastery:

Students should be able to:
1. Set personal goals in relation to inventories, scales, questionnaires and personal experiences initiated in this class.
2. Look at their values, accomplishments, current lifestyles, and their future lifestyles.
3. See the difference, if any, between what they say, what they want and what they actually want.

Unit 4: Value Clarification - Students will identify, enumerate, and evaluate their personal values and motives.

Concepts/Skills for Mastery:

Students should be able to:
1. Clarify their five top values in order of importance.
2. Compare the congruence of their stated values with their lived (real) values.
3. Reflect on the source of their value system.
4. Develop an understanding of each group member's point of view.

Unit 5: Communication Skills - To improve the student's living styles by providing group experiences designed to develop effective communication skills, both verbally and non-verbally.

Concepts/Skills for Mastery:

Students should be able to:
1. Develop an awareness of motivations behind statements they make, read, or hear.
2. Develop an understanding that sometimes we say more than what we actually verbalize.
3. Develop better listening and responding skills.
4. Demonstrate an awareness of the "power of non-verbal communication."

Unit 6: Decision Making, Problem Solving, and Conflict - Students will experience and evaluate different ways of handling emotions and conflict.

Concepts/Skills for Mastery:

Students should be able to:
1. Demonstrate that decision making involves alternatives with consequences and responsibilities.
2. Demonstrate management of conflicts in constructive ways.

3. Demonstrate how our values affect our resolution of problems and conflicts.
4. Develop a decision making plan.
5. Demonstrate group problem solving techniques.

Unit 7: Career Planning and Decision Making - Students will develop decision-making skills necessary for choosing career options and changing career directions.

Concepts/Skills for Mastery:

Students should be able to:
1. Identify the steps involved in making effective career decisions.
2. Internalize the importance of skillful career decision making throughout life.
3. Determine if a decision is good or poor before the consequence is known.
4. Assess personal strengths and weaknesses as they relate to career choice.
5. Identify personal career interests and educational requirements for those areas of interest.

Unit 8: Career and Occupational Information - Students will become acquainted with sources of educational and occupational information and exercise the skills required to find and use such materials.

Students will also develop an appreciation for the worth of all types and levels of work.

Concepts/Skills for Mastery:

Students should be able to:
1. Demonstrate how one goes about the study of occupations.
2. Identify and locate the types of published information available.
3. Determine how to evaluate occupational information.
4. Identify the major trends in the labor market.
5. Utilize practical guidelines that can help you in choosing an occupation.
6. Understand why one should explore a variety of occupations.

Unit 9: Job Acquisition and Retention - Students will develop skills and attitudes necessary for entry and success in the world of work.

Concepts/Skills for Mastery:

Students should be able to:
1. Determine what jobs are available.
2. Demonstrate how to go about writing letters for applications and resumes.

3. Identify and demonstrate how a well written application should look.
4. Understand and demonstrate the key points in interviewing.
5. Explore various ways of keeping a job and getting along with fellow workers and supervisors.

Unit 10: Attitudes and Appreciation for Career Success - Students will develop favorable attitudes toward personal, psychological, social, and economic significance of work and gain in appreciation of work-oriented attitudes and values.

Concepts/Skills for Mastery:

Students should be able to:
1. Identify behaviors expected while on/off the job.
2. Gain an appreciation for the social and economic status associated with certain occupations.
3. Understand the importance of attaining social skills, good manners and personal appearance for various situations.
4. Identify what their values in regards to career, education, social, and economic status.
5. Understand the importance of choosing a career that is satisfying socially, economically, and psychologically.

Unit 11: Skills in Human Relations for Careers - Students will develop skills in interpersonal, human relations, and in citizenship by becoming more sensitive to self and others in the world of work.

Concepts/Skills for Mastery:

Students will be able to:
1. Identify how changes in the world affect them.
2. Identify what produces strain and stress for the individual and society.
3. Appreciate the importance of appropriate (good) human relations.
4. Determine how they can be helpful to other people.
5. Plan how to continue their personal development.
6. Determine how they can prepare for and cope with career change.

Unit 12: Self-Investigation and Evaluation - Students will develop a realistic attitude toward themselves in relation to their personal, educational, and career opportunities.

Concepts/Skills for Mastery:

Students will be able to:
1. Identify their capabilities which are related to their career options.
2. Understand the factors which will have an influence on their career options.
3. Understand the need for recognizing their own faults or limitations.

4. List successfully completed academic and/or occupational courses which have helped prepare them for additional training or immediate employment in the career field of their choice.
5. Understand that they have certain physical, social, and mental characteristics which are different from others.
6. Understand that their view of life comes from their personal value system.
7. Identify the skills necessary for success in the career area of their choice.
8. Understand that having a good self-concept gives them a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

As in the first year of the project, the presentation of the curriculum was designed to meet the social, economic, and educational development of the Boys' Home residents. Due to low reading scores and limited social skills, the presentation of instructional materials was extremely basic in nature. The counselor chosen to teach the course had been previously employed for several years by the Job Corps as a career counselor. He was familiar with teaching students who came from depressed socio-economic backgrounds. While with the Job Corps he developed a great deal of expertise in fashioning pertinent information into a form easily understood by basic and remedial students.

The first half of the course was directly oriented toward developing good human relations and inter-personal communication skills. Each student was encouraged by the instructor to closely examine themselves as individuals and as a group member. This arrangement allowed them to recognize and deal with their feelings, self-perceptions, and to understand the impact of these psychological phenomena. The instructor was able to utilize the group as a social laboratory which enabled students to try out new behaviors and receive immediate feedback from the group as to their appropriateness. The first portion of the course allowed the students to see each other in a non-threatening setting and to mature emotionally. The instructor was careful to employ appropriate counseling strategies designed to enhance individual and social sensitivity. The emphasis directed toward sensitivity was extremely important for the second year students. As with their predecessors, from the first year of the project, they were only able to demonstrate a peripheral sense of self-awareness. They consistantly experienced difficulty in self-disclosure exercises which involved psychological risk-taking. A great many of the younger students seemed unable to express or formulate personal goals. Initially, all age ranges were concerned primarily with satisfying immediate needs and were overwhelmed when asked to express their long range ambitions. The students were also limited in their ability to define values, communicate, make appropriate decisions, solve difficulties, or resolve conflicts. The methods

they employed were often ill-defined and generally reflected their low-educational attainment and social limitations. Students were able to communicate in "street language" but were unable to do so effectively when using the language of the market place.

In order to assist students strengthen their areas of weakness, the following publications were frequently utilized in order to provide experiential activities for the first half of the course:

Human Relations Workbook by
Walker/Dickson/Sandival

Looking Out/Looking In by
Ron Alder and Neil Towne

Pattern of Healthful Living/A Values Curriculum by
Harris County Department of Education

- Reaching out
- People and Choices
- Six Variables in the Life of a Teen
- Are You Listening
- Decisions Decisions
- Question or Not To Question
- Self and Self Image
- As We See Others
- Environment and Values
- Getting It All Together

The printed materials used in the Human Relations unit were short, dynamic, and presented in a fashion which would encourage passive learners to participate. Experiential activities were often conducted with the presentations of films, slide-tapes, and cassettes. The films were obtained from the Region 10 film library, the Dallas County Community College film reserve, and the Dallas Public Library. Group discussions centered around timely social topics which were presented with assistance of various audio-visual materials. In order for each individual to assess themselves and their actions, the instructor gave and interpreted a variety of social and psychological instruments. This information was utilized in conjunction with the students' knowledge of personal values and attributes in order to initiate the process of setting realistic goals. Instruments which were used for this purpose were the I-E Scale (Rotter); and Is of Identity; How Well I Like Myself Scale; and Cognitive Mapping.

The latter portion of the course was oriented exclusively toward career exploration activities. During this phase of the project the instructor presented printed material in a easily readable form. Emphasis was placed on explosing the students to basic information about the world of work. This information was

presented to the students in the same fashion as the Human Relations materials-multi-media. Students were furnished career and vocational information in printed form, films, filmstrips, and cassettes. The materials were accompanied by group discussions and exercises. However, after each piece of career information had been acted on individually and in groups, a test was given in order to see how well pertinent data was retained. For the first time, in phase two of the project, students were held academically accountable. During the career phase they were graded on reading, writing, spelling, and pronunciation. This effort was maintained in order to reinforce what skills the work world would expect of them. Due to poor handwriting, penmanship was stressed at all times on written material. Publications which were presented during this portion of the project came from a multitude of sources. The ones used the most often were:

Career Exploration and Planning by
Bruce E. Shertzer

Directions: A Guide to Career Planning by
Bachhubero Harwood

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else by
David Campbell

Dictionary of Occupational Titles by
U.S. Department of Labor

Occupational Outlook Handbook by
U.S. Department of Labor

Occupational Exploration Kit by
Science Research Associates

Occupational Pamphlets by
U.S. Department of Labor, Bureau of Labor Statistics

Job Pamphlets by
Texas Employment Commission

Slide Tape: Fascinating World of Work, Career Awareness Series by
National Career Consultants Inc., Richardson, Texas

As the course moved toward its conclusion and the boys had been exposed to a great deal of career material, they began asking very pertinent questions of the instructor. Their view of the world of work had expanded appreciably throughout the semester. Toward the final units of the curriculum, the boys had gained a great deal of knowledge about education and careers and how they were connected.

An important part of the career exploration process consisted of assessing student's interest in various occupations. Assessment instruments which were utilized were the Kuder Interest Inventory and the Strong Vocational Blank. The results produced from these assessment instruments allowed students to pursue research on jobs that best matched their interests, abilities, and personalities. The CEMS (Career Educational Measurement Series) was also given to students in order to determine the extent of their career information knowledge.

1.4 Testing

Throughout the course of the Boy's Home project a great deal of assessment, data collection, and observation was needed. Early in the project it was realized that only scant amounts of usable academic or social information existed on the residents. In order to provide for effective instruction, counseling, and evaluation - assessment instruments were administered to each student before, during, and after the project. A description of the different instruments is given below:

The Is of Identity - The purpose of this test is to measure a student's degree of social adjustment or maladjustment. It is comprised of 100 simple statements to which a respondent may answer by judging them true, false, or undecided. Age, sex, grade level, intelligence, religious affiliation, and reading ability have shown to be applicable to anyone who takes the test. The norm for the "averagely" adjusted individual falls anywhere between forty and sixty. The higher the score, the more socially adjusted the individual; conversely, the lower the score the greater the possibility of low social adjustment. As the test manual states, "the results of research thus far indicate the principles are fruitful, namely, that when the structure of the language used by an individual is dissimilar to the structure of the nonverbal world and the individual is unaware of the dissimiliarity it can lead him into misevaluations and consequent maladjustments."[9]

Rotter's I-E Scale - This instrument measures the degree to which a person is internally motivated or externally controlled. It was developed in order to locate the locus of a person's behavior. It is a forced choice instrument which consists of twenty-three items and six filler items that have been sampled widely from different life situations where locus of control attributes might be relevant to behavior. As Rotter himself states, "it was developed as a broad gauge instrument - not as an instrument to allow for very high prediction in some specific situation, such as achievement or political behavior, but rather to allow for a low degree of prediction of behavior, across a wide range of potential situations." There have been well over six-hundred studies which speak to the subject of locus of control. The concept of internal versus external control of reinforcement was developed from social learning theory. Social learning theory attempts to integrate stimulus-response and cognitive theory into one theory of personality.[10]

Kurder DD Occupational Interest Survey (KOIS, Form DD) - This instrument is a hundred-triad inventory requiring the respondent to choose the one activity in each traid he prefers most and the activity in each triad he likes least. It is a derivative of the Kuder Reference Record-Occupational (Form D), with items approximately on the sixth grade vocabulary level. As in other Kuder inventories, a verification scale is included along with eight experimental scales for research purposes. Scores on the KOIS attempt to show how an individual's preferences are like those typical of people in various occupations and fields of study. The interpretive leaflet which is provided with the Kuder DD indicates that the person who has an interest pattern similar to that of a particular occupation is likely to find satisfaction in that occupation. The KOIS was developed to be used when a person is about to commit himself to preparing for or entering a particular occupation. Some other uses include identifying potential careers for probable tenth grade school dropouts, aiding eleventh and twelth grade students to a major field of study, and working with adults in employment and placement counseling. Regarding validity, the KOIS is able to discriminate between various existing criterion groups. However, no data is available on the predictive validity of the KOIS.[11]

Strong - Campbell Interest Blank - This assessment instrument is a revision and extension of the widely used Strong Vocational Interest Blank. Student answers are analyzed in three main ways: first under "General Occupational Themes" for general similarity to six important overall patterns; second, under "Basic Interest Scales" for similarity to clusters of specific activities; and third, under "Occupational Scales" for similarity to the interests of men and women in about one-hundred occupations.

The six "General Occupational Themes" each contains twenty items, scored positively for "Like" responses. Norms were established by scoring a general sample of six-hundred people (three-hundred men) and three-hundred women), then assigning this sample a mean of fifty and a standard deviation of ten, as a basis for converting future raw scores to standard scores.

The Basic Interest Scales are homogeneous scales; they were constructed by clustering together items with high intercorrelations. Because the item content is closely focused on only the single topic indicated by the scale name, the scales are relatively easy to understand. "Like" responses to these items are scored positively, "Dislike" responses negatively: thus, the level of scores is somewhat related to the percentage of "Like" and "Dislike" responses, say 50 percent or more, have many more high scores than those who give only a few, say 15 percent or fewer. These scales were normed on a general sample of six-hundred

men and women; the combined sample was assigned a standard-score mean of fifty and standard deviation of ten on each scale. The scales were arranged in clusters corresponding to their relationships to the General Occupational Themes.

The Occupational Scale was developed by testing two-three hundred happily employed men or women (depending on the scale) and determing differences from the general sample. These items became the scale for that sex working in that occupation. The scales were normed by setting the mean of the occupational sample equal to fifty, the standard deviation to ten. Thus, a student who scored fifty on a given scale responded to these characteristics items in the same way the average member of that occupation does. Each of the occupations was given a code type which corresponds to its high General Theme scores. The Occupational Scales are more complex than either of the other two types of scales: they include more items; they include items with a wider variety of content; and they score some "Dislikes" responses positively. Thus, a person could score high on an Occupational Scale by sharing patterns of aversions with the members of that occupation, as well as sharing their "Likes". The Occupational Scales were not designed as a precise prediction of occupations where students will be happy, but only as suggestions.[12]

Cognitive Style Mapping - The purpose of Cognitive Style Mapping is to give student's information about their particular learning style. The map which is produced should assist students to determine the manner in which they learn best. Numerous models for determining cognitive style exists. The self-assessment inventory used for the Boys' Home Project was created by Dr. Joseph Hill of Wayne State University. The instrument contains twenty-eight categories or elements with eight statements for each category for a total of two hundred and twenty-four statements. This inventory may be orally administered for non-reading students or presented in another language for those for whom English is not appropriate.

The cognitive map is a picture of the ways in which students derive meaning from their environment and experiences. The instrument seeks to build the most effective instrumental setting for students because it seeks to answer the questions relative to matching teaching behavior, learning modes and learners. Obviously, the need for Cognitive Style Mapping is most critical to those who have been frustrated in previous learning settings. To the most extent these students have failed to benefit from previous "traditional" learning settings. Cognitive maps are most valuable to minority students, students from low socio-economic settings, and students with learning disabilities. Among the institutions now utilizing Cognitive Style Mapping are Cedar Valley College, Dallas Independent School District, Kent State University, Texas A & M University, and the East Lansing Public Schools (Michigan).[13]

Demographic Data - Specific desired information was gathered

on each resident incarcerated at the institution. The data was obtained in order to compile a student profile which reflected each Boys' academic development and family living conditions. This data was desired in order to conduct multiple vocational choice analysis. The information was given freely by each participant in the project. Confidentiality regarding this data was assured.

Basic individual information which was obtained consisted of the student's race, age, grade, religion, hand dominance, and I.Q. Academic information which was gathered was reading levels, spelling levels, and arithmetic levels. Familiar data consisted of parent's marital status, number of persons occupying the house, number of brothers and sisters, number of half-brothers and sisters, the student's birth order in his family - 1st, 2nd, etc. Occupational information consisted of father's occupation, mother's occupation, the regularity of the father's job, the regularity of the mother's job, parent's employment at the time of the resident's arrest. The educational attainment level of the father and mother was also acquired. Information regarding criminal activity sought data regarding the arrest or confiction of an immediate family member for a crime, the type of offense for which the resident was arrested, and the number of times the resident had been incarcerated. Locational information consisted of the location of residents home, whether they lived in a house or apartment. Residents were also asked the name and location of the public school they last attended.

How Well Do You Like Yourself?

This instrument was originally designed by a medical doctor. It was created as a tool by which a person could look at their own self concept. By answering 30 positively stated questions as either not true, hardly true, partly true, mostly true or totally true, a person can get a broad idea of how happy he is with himself. The instrument is extremely useful in determining how a person sees his self-worth or personal dignity.

1.5 Analytical Limitations

Taken as a whole, the population of the Boys' Home exposed to the program at some point during the year (ninety-one) was large enough to apply tests of statistical significance when appropriate. Because of the large turnover, however, data were not usually available on any single criterion for more than forty-fifty of the students. Although this number is within the lower limits for the use of Chi-square analysis, the typologies selected for most of the demographic analysis often resulted in many empty cells. T-tests were not used because one could not assume a normal distribution. Therefore, the data from the test processes are presented in a descriptive format with no tests of significance applied.

Chapter 1 Footnotes

[1]Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Dallas: Houghton Mifflin Company, 1981), pp. 16-18.

[2]Kenneth R. McCreedy, Juvenile Justice System and Procedures (Albany: Delmar Publishers, 1975), pp. 245-246.

[3]Kenneth B. Hoyt, A Primer For Career Education (Washington, D.C.: The Office of Career Education, 1978), p. 5.

[4]Phasing In Career Education Systematically Project, Administrative Management Plan, Garland Independent School District In Cooperation With Region 10 Education Service Center (Garland, Texas: 1975) pp. 1-5.

[5]Elmer H. Johnson, Social Problems of Urban Man (Homewood: The Dorsey Press, 1973) p. 444.

[6]Edward L.Lazzaro and Thomas W. Hosie, Behavior Management In The Adaptive Environment: A Community Based-Public Education Service To Adjudicated Youth (Houston, Texas: Southwest Social Science Paper, 1978), p.2.

[7]Sagarin, p. 69.

[8]Jim Harlow, Innovative Community Based Career Exploration For Disadvantaged Youth, Proposal For Vocational Program Improvement and Supportive Services (Austin, Texas: TEA, 1979), p. 13

[9]Thomas M. Weiss, The "Is of Identity" Test, Manual of Directions (San Francisco, California: The International Society for General Semantics, (1961), pp. 1-4.

[10]Julian B. Rotter, "Some Problems and Misconceptions Related to the Construct of Internal Versus External Control of Reinforcement, "Journal of Counseling and Clinical Psychology, 43 (1975), 62.

[11]Oscar Krisen Buros, The Seventh Mental Measurements Yearbook Highland Park, N.J.: Gryphan Press, 1971).

[12]David Campbell, If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else (Niles: Argus Communications, 1974, pp. 113-137.

[13] Karryette Ehrhardt et al., Classroom Utilization of Cognitive Style Mapping (Dallas: Mountain View College Press, 1977), pp. -14

CHAPTER TWO

RESIDENTS' CHARACTERISTICS

Pertinent data which was gathered during the course of the Boys' Home Project is presented in this section in both narrative and tabular form in order to enhance readability and visual clarity. The findings are separated into the primary areas of demographic information and instrumentation outcomes.

2.1 Demographic Characteristics

Table 2-1 presents the demographic data for this study. Over one-half of the resident population at the Boys' Home were Black, approximately one-fourth were Anglo, and just under twenty percent were Mexcian American. The majority of the students at the home were 14 to 15 years of age with 22 percent being 11, 12, or 13 and 18 percent being 16 years old. Approximately 81 percent of the population were in Middle School grades, with less than 12 percent in elementary school and less than 6 percent in high school. Less than one-fourth of the residents reported membership in a religious organization, while well over three-fourths stated that they belonged to no formal religous sect or were unsure as to its' name. A vast majority of the students were right hand dominant. Only 15 percent reported left hand dominance. Over half of the residents stated that their parents were either separated of divorced, and approximately one-third reported that their parents were married. Over 57 percent of the population reported that they lived in a household with five or more persons, and 43 percent stated that they lived with four or less persons. Over half the students reported having two or fewer brothers, and 44 percent reported having three or more. Boys with two or fewer sisters made up over 57 percent of the population while those with three sisters or more made up 42 percent. One-half the residents stated that they had two or fewer half-brothers or sisters, and one-half reported having three or more. Approximately 13 percent of the boys were first born in their family. Regarding their father's occupation, over 87 percent of the students reported that their fathers held jobs which were blue collar in nature. Only 12.8 percent stated that their father's occupation was white collar or professional in nature. Ninety-five percent of the students listed their mother's occupations as being blue collar type occupations. Only 5 percent were viewed by the boys as occupying professional positions. Over 65 percent of the residents reported their father's job to be stable, none

TABLE 2-1

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Race		
Anglo	22	25.6
Black	45	52.3
Mexican American	17	19.8
Native American	2	2.3
Age		
11	2	2.3
12	5	5.8
13	12	14.0
14	18	20.9
15	33	38.4
16	16	18.6
Grade		
6	11	12.8
7	25	29.1
8	19	22.1
9	26	30.2
10	5	5.8
Religion		
Protestant	0	0
Catholic	4	4.7
Jewish	0	0
Baptist	11	12.8
Holiness	3	3.5

TABLE 2-1 (Cont'd.)

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Religion (Con't)		
Lutheran	0	0
None	16	18.6
Unknown	52	60.4
Hand Dominance		
Right	33	82.5
Left	6	15.0
Ambidextrous	1	2.5
Marital Status of Parents		
Married	17	34.0
Divorced	17	34.0
Separated	12	24.0
1 Parent Deceased	4	8.0
Size of Household		
2 (members)	4	10.0
3 "	3	7.5
4 "	10	25.0
5 "	7	17.5
6 "	3	7.5
7 "	8	20.0
8 "	2	5.0
9 "	1	2.5
11 "	1	2.5
14 "	1	2.5

TABLE 2-1 (Cont'd.)

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Brothers		
1 (brother)	10	26.3
2 "	11	28.9
3 "	6	15.8
4 "	5	13.2
5 "	2	5.3
6 "	3	7.9
7 "	0	0
9 "	1	2.6
Sisters		
1 (sister)	11	33.3
2 "	8	24.2
3 "	7	21.2
4 "	2	6.1
5 "	2	6.1
6 "	1	3.0
7 "	1	3.0
9 "	1	3.0
Half Brother/Sister		
1	4	22.2
2	5	27.8
3	3	16.6
4	3	16.6
5	1	5.6

TABLE 2-1 (Cont'd.)

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Half Brother/Sister		
7	1	5.6
8	1	5.6
Birth Order		
1	5	12.8
2	13	33.3
3	7	17.9
4	7	17.9
5	3	7.7
8	2	5.1
12	1	2.6
13	1	2.6
Father's Occupation		
Professional, Technical & Kindred Workers	5	12.8
Sales, Craftsman, Forman & Kindred	5	12.8
Operatives, Kindred Workers	3	7.7
Protective Service Workers	0	0
Service Workers- Except Private Household	0	0
Laborers- Except Farm & Mine	13	33.3
Retired	2	5.1
Unknown	11	28.2

TABLE 2-1 (Cont'd.)

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Mother's Occupation		
Professional, Technical & Kindred Workers	2	5.0
Clerical & Kindred	3	7.5
Sales	1	2.5
Craftsman, Forman, & Kindred	2	5.0
Operatives & Kindres Workers	1	2.5
Operatives & Kindres-Manufacturing & Durable Goods	1	2.5
Private Household Workers	2	5.0
Service Workers-Except Private Household	3	7.5
Laborers-Except Farm & Mine	8	20.0
Out of Civilian Work Force (Homemakers, Students, etc.)	6	15.0
Retired	2	5.0
Unknown	9	22.5
Regularity of Father's Job		
Regular, Good	25	65.8
Irregular	0	0
Unemployed	2	5.3
Unknown	11	28.9
Regularity of Mother's Job		
Regular, Good	21	51.2
Irregular	1	2.4
Unemployed	9	22.0

TABLE 2-1 (Cont'd.)

SUMMARY TABLE OF

DEMOGRAPHIC CHARACTERISTICS

Category	Number	Percent
Regularity of Mother's Job		
Unknown	10	24.4
Father's Education		
Grade 0-6	1	2.4
Grade 7-9	0	0
Grade 10-12/High School	13	31.7
Some College	2	4.9
College or Graduate School	5	12.2
None	0	0
GED	0	0
Unknown	20	48.8
Mother's Education		
Grade 0-6	0	0
Grade 7-9	2	5.1
Grade 10-12/High School	14	35.9
Some College	2	5.1
College or Graduate School	3	7.7
None	0	0
GED	0	0
Unknown	18	46.2
Parents Employment At Time Of Arrest		
Yes	26	65.0
No	4	10.0
Unknown	10	25.0

reported their father's job as irregular, and approximatley 5 percent stated their father was unemployed. The boys reported that 51 percent of their mothers held stable jobs, approximately two percent of the mothers' jobs were irregular, and 22 percent of their mothers were without employment. Over one-third of the students' fathers or mothers had reached at least the high school level of educational attainment. At the time of their arrest, 65 percent of the boys' parents were gainfully employed.

Table 2-2 reveals that of the residents who reported that immediate family members had been arrested or convicted of a crime, most offenses involved theft or burglary. The same trend was also reflected in the boys' arrest records, which showed that 72 percent had been sentenced for a theft related offense. Most of the residents had been sent to the home only once, but over 37 percent had been placed there by the court twice.

Table 2-3 shows that geographically over 45 percent of the residents of the Boys' Home come from lower socio-economic communities. Almost all reported Texas as their home state, and most came from single-family dwellings. The students attended public schools which were widely dispersed throughout Dallas County, however, the largest group represented came from North Dallas High School of the Dallas Independent School District. Over 75 percent of the student at the Boys' Home attended public schools in the City of Dallas. Over one fourth of these schools are located in the Oak Cliff section of the city. Students who lived outside the City of Dallas but whose residence was a suburb within the county accounted for less than one-quarter of the population.

2.2 Cognitive Maps

Table 2-4 (Cognitive Mapping) reflects the students' most preferred means of obtaining information. It illustrates what environmental stimuli the students use a majority of the time in order to input data. It best described their learning styles. The mapping instrument revealed a majority of the boys find meaning through their since of touch, temperature, or pain Q(T).

2.3 Academic Levels

Table 2.5 shows that when considering the chronological age of the students at the Boys' Home facility, their spelling, reading, and math grade levels are well below what they should be. When taken as a group, their spelling ability was approximately five and one half (5.5) years below their age level. Their mathematical ability was approximately five and one-half (5.5) years below their age level, and their reading ability was four and a half (4.5) years below their age level. The boys also showed to be academically below their current public school grade levels. Taken as a whole, the students were three years (3) behind their spelling grade

TABLE 2-2

SUMMARY OF ARREST/CONVICTION

OF FAMILY MEMBERS & RESIDENT

Category	Number	Percent
Arrest or Conviction of Immediate Family Member		
Running Away	1	1.9
Car Theft	0	0
Burglary	4	7.5
Forgery	0	0
Truancy	0	0
Unknown Offense	27	50.9
Theft	2	3.8
Drugs	2	3.8
Non-Child Support	1	1.9
Murder	1	1.9
No Arrests	15	28.3
Offence of Resident		
Running Away	2	4.3
Car Theft	2	4.3
Burglary	18	38.3
Assault	1	2.1
Truancy	4	8.5
Theft	14	29.7
Violation of Probation	4	8.5
Destroying Gov. Property	0	0
Drugs	2	4.3
Number of Resident Incarcerations		
1	22	62.9
2	13	37.1

TABLE 2-3

GEOGRAPHIC LOCATION OF RESIDENTS'

HOMES & SCHOOLS

Category	Number	Percent
Location of Resident's Home City		
Arlington	1	1.75
Pleasant Grove	1	1.75
South Oak Cliff	1	1.75
Irving	1	1.75
Oak Cliff	11	19.3
Richardson	2	3.5
West Dallas	7	12.3
East Dallas	8	14.0
Mesquite	1	1.75
Garland	4	7.0
South Dallas	5	8.8
North Dallas	10	17.5
Grand Prairie	4	7.0
Carrollton	1	1.75
Resident's Home State		
Texas	85	98.8
Other	1	1.2
Type of Dwelling		
Single Family Dwelling	20	55.6
Apartment	16	44.4
School Attended		
Hood Jr. High	4	4.7

TABLE 2-3 (Cont'd.)

GEOGRAPHIC LOCATION OF RESIDENTS'

HOMES & SCHOOLS

Category	Number	Percent
School Attended (cont'd.)		
Spence	2	2.3
Jefferson	1	1.15
Griner Jr. High	3	3.5
Grand Prairie High	1	1.15
Florence	3	3.5
Mesquite High	1	1.15
Lee	2	2.3
Lincoln	3	3.5
Foster	1	1.15
Woodrow Wilson	1	1.15
L.O. Donald	1	1.15
Reinhardt	1	1.15
Sunset High	1	1.15
Sellers	1	1.15
T.W. Browne	1	1.15
Bussey	1	1.15
Austin Jr. High (Irving)	1	1.15
Stephen F. Austin	1	1.15
Adams Elementary	1	1.15
Boude Storey	3	3.5
Jackson Jr. High	2	2.3
Carter Seminary (Okla.)	1	1.15
East Oak Cliff Alternative	1	1.15

TABLE 2-3 (Cont'd.)

GEOGRAPHIC LOCATION OF RESIDENTS'

HOMES & SCHOOLS

Category	Number	Percent
School Attended (cont'd.)		
Hill Jr. High	2	2.3
Travis (Irving)	1	1.15
Metro North	2	2.3
Comstock Jr. High	1	1.15
T.J. Rusk	1	1.15
Liberty Jr. High	1	1.15
Williams Middle School	1	1.15
Roosevelt	2	2.3
Smith	1	1.15
North Dallas High	6	7.0
St. Marys	1	1.15
Holmes	3	3.5
Garland Public Schools	2	2.3
Long Jr. High	2	2.3
Walker	3	3.5
Husley Jr. High	1	1.15
Madison	2	2.3
Pinkston	1	1.15
Richardson	1	1.15
Spruce	2	2.3
Bayles	1	1.15
Byrd Jr. High	1	1.15

TABLE 2-3 (Cont'd.)

GEOGRAPHIC LOCATION OF RESIDENTS'

HOMES & SCHOOLS

Category	Number	Percent
School Attended (cont'd.)		
Wilmer-Hutchins	1	1.15
Marsh Jr. High	2	2.3
Adamson	1	1.15
San Jacinto Elementary	1	1.15
David G. Burnett	1	1.15
Samuell High	1	1.15
RLT	1	1.15
Atwell	1	1.15
School-Suburb or City		
Arlington	1	1.75
Pleasant Grove	1	1.75
South Oak Cliff	1	1.75
Irving	1	1.75
Oak Cliff	11	19.3
Richardson	2	3.5
West Dallas	7	12.3
East Dallas	8	14.0
Mesquite	1	1.75
Garland	4	7.0
South Dallas	5	8.8
North Dallas	10	17.5
Grand Prairie	4	7.0
Carrollton	1	1.75

TABLE 2-4

SUMMARY TABLE OF COGNITIVE MAPPING SCORES

Category	Preferred Method To Input Information					
	Negligible		Minor		Major	
	N	%	N	%	N	%
T (AL) Theoretical Auditory Linguistics (Spoken Words)	0	0	9	52.9	8	47.1
T (AQ) Theoretical Auditory Quantitative (Spoken Numbers)	0	0	12	70.6	5	29.4
T (VL) Theoretical Visual Linguistics (Written Words)	1	5.9	9	52.9	7	41.2
T (VQ) Theoretical Visual Quantitative (Written Numbers)	0	0	14	82.3	3	17.7
Q (A) Qualitative Auditory (Hears Sounds)	1	5.9	8	47.05	8	47.05
Q (O) Qualitative Olfactory (Smells)	1	5.9	8	47.05	8	47.05
Q (S) Qualitative Savory (Taste)	2	11.76	12	70.58	3	17.64
Q (T) Qualitative Tactile (Touches)	1	5.9	6	35.3	10	58.8
Q (V) Qualitative Visual (Sees Shapes)	2	11.8	9	52.9	6	35.3
Q (P) Qualitative Code Proprioceptive (Responds Automatically)	1	5.9	10	58.8	6	35.3
Q (CEM) Qualitative Code Empathetic (Sensitive to Others)	1	5.9	10	58.8	6	35.3

TABLE 2-4 (Cont'd.)

SUMMARY TABLE OF COGNITIVE MAPPING SCORES

Category	Preferred Method To Input Information					
	Negligible		Minor		Major	
	N	%	N	%	N	%
Q (CES) Qualitative Code Esthetic (Appreciates Beauty)	0	0	11	64.7	6	35.3
Q (CET) Qualitative Code Ethic (Follows Principles)	0	0	11	64.7	6	35.3
Q (CH) Qualitative Code Histrionic (Plays A Role)	0	0	12	70.6	5	29.4
Q (CK) Qualitative Code Kinesics (Communicates Without Words)	1	5.9	9	52.9	7	41.2
Q (CKH) Qualitative Code Kinesthetic (Coordination With Form)	0	0	10	58.8	7	41.2
Q (CP) Qualitative Code Proxemics (Socially Concious)	0	0	10	58.8	7	41.2
Q (CS) Qualitative Code Synnoetics (Knows Self)	1	5.9	11	64.7	5	29.4
Q (CT) Qualitative Code Transactional (Convinces and Influences Others)	0	0	12	70.6	5	29.4
Q (CTM) Qualitative Code Temporal	2	11.76	8	47.05	7	41.17
A (Associates)	1	5.9	12	70.6	4	23.5
F (Family)	0	0	11	64.7	6	35.3

TABLE 2-4 (Cont'd.)

SUMMARY TABLE OF COGNITIVE MAPPING SCORES

Category	Preferred Method To Input Information					
	Negligible		Minor		Major	
	N	%	N	%	N	%
I (Individual)	1	5.9	10	58.8	6	35.3
M (Magnitude)	1	5.9	10	58.8	6	35.3
D (Difference)	1	5.9	10	58.8	6	35.3
R (Relationship)	1	5.9	9	52.9	7	41.2
L (Appraisal)	0	0	15	88.2	2	11.8
K (Deductive)	1	5.9	8	47.05	8	47.05

levels. They were four (4) years behind their mathematical grade levels, and they were two (2) years behind their reading grade levels. Overall, Anglo students had higher grade levels for spelling, math, and reading than did Black students. Mexican-American students, while lower than Anglo students, had higher grade levels than Black students.

2.4 Personality Tests

Table 2.6 summarizes the results of the How Well Do You Like Yourself questionnaire. As can be seen, the Boys' Home residents tended to score toward the middle of the Self-Concept scale. Few of the boys scored in the very low self concept range, and only a few scored in the very high self concept column. When compared by race categories, the Black residents of the Boys' Home scored highest on the Self Concept scale. The students who were in the middle school grades were located in the highest position on the scale. By chronological age, the boys who were fourteen, fifteen, and sixteen years old scored the highest in self concept.

Table 2.7 summarizes data which reveals that only one fourth of the students at the Boys' Home scored in the low social adjustment range of the Is of Identity Test. The propersity of these students to become totally maladjusted is much greater than for the remaining population.

As can be seen from the data presented in Table 2-8, over 86 percent of the residents scored in the well-balanced locus of control area on the Rotter I-E Scale. These students have a tendency to seek guidance in making decisions from both internal and external sources. Only three percent of the boys' scores are located in the highly internal locus of control portion of the scale. Students possessing scores located in this range of the scale are more inclined to make decisions based on information found solely within themselves. Less than ten percent of the students' scores are found in the highly external locus of control area. These boys have a propensity to allow external events to determine their actions.

2.5 Occupational Interests

A board examination of Table 2-9, the Six General Occupational Interest Themes, reveals that well under one-fourth of the students at the Boys Home facility are located in the lower range of the interest scale. Approximately forty percent of the residents are found in the average interest range while over one-third are located in the higher portions.

TABLE 2-5

SPELLING, READING, AND MATH LEVELS

BY DEMOGRAPHIC CHARACTERISTICS

Category	Spelling Mean	Math Mean	Reading Mean
Age:			
11	2.5	3.2	3.0
12	2.9	3.1	3.2
13	3.7	3.9	4.8
14	3.5	3.0	4.2
15	3.7	3.6	5.0
16	4.2	3.7	5.4
Grade:			
6th	3.1	3.3	4.1
7th	3.4	3.5	4.4
8th	4.7	4.3	6.1
9th	4.3	3.7	5.5
10th	6.0	4.8	6.5
Race:			
Anglo	4.7	4.4	6.1
Black	3.4	3.4	4.2
Mexican American	4.6	4.0	5.9
Native American	3.0	3.4	4.1

TABLE 2-6

SELF-CONCEPT BY DEMOGRAPHIC DATA

Characteristics	Self Esteem				
	Very Low	Low	Average	High	Very High
Race					
Anglo	1	0	4	4	3
Black	0	1	6	12	2
Mexican American	1	0	3	7	2
Native American	0	0	1	0	0
Grade					
5	0	0	0	1	0
6	0	0	2	2	0
7	0	0	2	3	4
8	0	0	3	11	1
9	2	1	7	6	1
10	0	0	0	0	1
Age					
11	0	0	0	1	0
12	0	0	1	2	0
13	0	0	2	2	2
14	0	0	3	6	0
15	0	0	2	9	5
16	2	1	7	2	0

TABLE 2-7

IS OF IDENTITY

Level of Adjustment	Frequency	
	Number of Students	Percentage
High Social Adjustment	0	0
Average Social Adjustment	42	80.8
Low Social Adjustment	10	19.2

TABLE 2-8

STUDENTS' LOCUS OF CONTROL
(Rotter's I-E Scale)

		Frequency	
Evaluation	Scores	Number of Students	Percentage
Highly Internal	0	0	0
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	2	3.8%
	7	0	0
Balanced Area	8	8	15.1%
	9	6	11.3%
	10	7	13.2%
	11	5	9.4%
	12	10	18.9%
	13	4	7.5%
	14	6	11.3%
Highly External	15	4	7.5%
	16	1	1.9%

A specific examination of Table 2-9 reveals that 48 percent of the students are found in the lower range of the Investigative Theme. These boys tend to have dissimiliar interest patterns from professional workers surveyed in the occupational areas of science, mathematics, medical science, and medical services. Over one fourth of the students are also found in the lower portion of the Social Theme. These boys tend to have dissimiliar interest patterns from professional employees surveyedin the career areas of teaching, social service, athletics, domestic arts and religious activities. One half of the students are located in the higher range of the Enterprising Theme. These boys tend to report similiar interest patterns with professional workers surveyed in general occupational areas involving leadership roles. Workers with these interest patterns select goals and values and tasks through which they can express adventurous, dominant, enthusiastic, energetic, and impulsive qualities. They are characterized by persuasive, verbal, extroverted, self-accepting, self-confident, and oral-aggressive attributes. Approximately half the students are located in the higher range of the Conventional Theme. These boys tend to report similiar interest patterns with professional workers surveyed in the general occupational areas of the business world. Workers with these interest patterns tend to fit well into large organizations and are comfortable working in a well established chain-of-command.

TABLE 2-9

STRONG-CAMPBELL INTEREST INVENTORY
(The General Occupational Themes)

Category	Interest Ranges						
	Very Low	Low	Moderately Low	Average	Moderately High	High	Very High
	6th & Below	7th-15th	16th-30th	31st-69th	70th-84th	85th-93rd	94th & Above
Realistic Theme	2%	02%	12%	50%	12%	18%	4%
Investigative Theme	20%	22%	6%	44%	8%	0	0
Artistic Theme	8%	8%	4%	56%	16%	8%	0
Social Theme	12%	6%	8%	30%	30%	8%	6%
Enterprising Theme	4%	4%	8%	34%	36%	10%	4%
Conventional Theme	8%	4%	8%	32%	24%	16%	8%

II-23

CHAPTER THREE

EVALUATION

Due to fiscal and logistical restraints facing the second year of the Boys' Home Project, an internal evaluation method was chosen by the Project Director. Cognizant of the problems inherent in the use of an inside evaluation, the Project Director was cautious to recognize possible pit falls and take appropriate methodological action.

3.1 Methodological Issues

From a methodological point of view, key conceptual elements in a definition of evaluation are:(1) a planned program of deliberate intervention; (2) an objective or goal which is considered desirable or has some positive value; and (3) a method for determining the degree to which the planned program achieves the desired objective. Evaluation research, according to Suchman, asks about the kind of change desired, the means by which this change is to be brought about, and the signs according to which such change can be recognized.

An important goal of evaluative analysis is to find out why a program was or was not effective. This requires analysis of:(1) the attributes of the program itself; (2) the population exposed to the program; (3) the situational context within which the program , such as cognitive, attitudinal or behavioral changes. The analysis of a program must be in terms of its objectives, the assumptions underlying these objectives, the specific program activities designed to achieve these objectives, the rationale for believing that these activities are capable of attaining the objective, and the determination of criteria for observing the extent to which the objectives are being attained.

In seeking to conceptualize various approaches to evaluation, two research models emerge: (a) a goal-attainment model and (b) the system model. The goal-attainment model accepts the significance of goal clarification as an integral component in the evaluation process. The evaluation process is described as a circular one. It starts with initial goal setting, proceeds to determine measures of the goal, collects data and appraises the effects of the goal and then modifies the initial goal on the basis of the collected data. The systems model described by Etzioni points out that the starting point in this approach to evaluation is not the program's goal, as it is in the goal-attainment model of evaluation. The systems model is concerned with establishing a working

model of a social unit which is capable of achieving a goal. This model establishes the degree to which an organization realizes its goals under a given set of conditions. Optimum is the key word, and what counts is a balanced distribution of resources among all organizational objectives, not maximization of any one goal. This model is more demanding because it involves an analysis of effective allocation of means.

In assessing the intervention strategies used at the Boys' Home Project sponsored by Cedar Valley College, two areas are immediately apparent. The first part of the class dealt with the affective arena of the participants in that their self concepts, their value structure, and their interactional abilities were the focus of the initial phase of the project. The second area, however, falls into the cognitive domain, since information about careers is part of the "product." Different types of measures were used for the two strategies. To identify changes in groups structure which are closely related to one's ability to interact successfully with others, a sociometric technique was selected.

In general, sociometric techniques measure both the degree to which individuals are accepted in a group and the interpersonal relationships that exist among individuals. The sociometric technique consists of asking each individual in a group to state with whom among specific members of the group he or she would prefer to associate for specific activities or in particular situations. Criteria selected should reflect different aspects of possible association.

The structure of the questionnaire ideally should leave room for as many choices as possible to measure social expansiveness. The format used in the Cedar Valley Project was one which allowed for seven choices on each question. A decision was made to use questions worded in the negative to identify "rejects" and "isolates." The use of negative questions is a technique which engenders a great deal of debate among sociometrists. However, the author feels that the benefits of being able to identify the rejects of the group from the isolates outweigh the possible costs. The four questions include preferences in both academic and social settings. The questions are as follows:

(1) With whom would you like to work on a class project?

(2) With whom would you like to go to Six Flags?

(3) Is there anyone in particular with whom you would not like to work on a class project?

(4) Is there anyone in particular with whom you would not like to go to Six Flags?

Using a format which permitted ranking of seven choices on each question, "stars" were identified, as were isolates who were not chosen, and rejects who were negatively chosen.

A major principle of sociometric research is that the researcher should act upon the choices made. Students should be permitted as closely as possible to work within their preference group. At this point a somewhat manipulative intervention strategy is necessary. If the course is to be pro-active in nature, then structuring of the work groups should avoid allowing a star who shows any signs of anti-social rather than pro-social behavior to be with his sociometric choices. Throughout the initial phase of the course, group activities designed to increase self-awareness and interpersonal skills were used. Students who were identified as "rejects" or "isolates" were given special attention or opportunities to raise their status in the group.

The same questionnaire was administered at the beginning of the first semester and again in May to produce a record of changes in preferences and in the status of isolates and rejects. The assumption was that if it was possible to produce a shift toward positive sentiment for some of the previously unchosen members, then the self-concepts and interactional abilities of those members might improve correspondingly.

The second phase of the course was oriented toward providing career information. In choosing an instrument to use, background information was gathered from the 1975-76 Phasing In Career Education Systematically(PICES) Project and the Phasing Relevancy into Classroom Instruction Systematically (PRICIS) 1976-77 projects which were implemented through the Educational Regional Service Centers of Texas. The primary objectives of using the PICES and PRICIS approaches was to determine if career educational learner outcomes could be infused into an experiment successfully (as defined by the Texas Education Agency). A secondary objective which was part of the circular systems model was to point out weaknesses in certain areas of learner outcomes which might suggest direction for future curriculum development.

Career education information was obtained through the use of Career Education Measurement Series (CEMS) Survey Test which was developed by the Texas Education Agency. The categories which were broken down into twenty-six more explicit sub-categories which were composed of sixty-three objective career education learner outcomes. The evaluation model called for the test to be administered initially to gather baseline data and at the end of the project to measure change. However, problems encountered with the reading levels of the students required a modification of these plans. These modifications are discussed in section three of this chapter.

The analysis of a program must be in terms of its objectives and the assumptions underlying those objectives. The intervention strategies developed for this project were based on the acceptance of a model of criminal behavior defined by Richard Quinney as the "Socialy Reality of Crime Model" (Figure 1). This model is based on six propositions which are as follows:

1. Crime is a definition of human conduct that is created by authorized agents in a politically oranized society.

2. Criminal definitions described behaviors that conflict with the interests of the segments of society that have the power to shape public policy.

3. Criminal definitions are applied by the segments of society that have the power to shape the enforcement and administration of criminal law.

4. Behavior patterns are structured in segmentally organized society in relation to criminal definitions, and within this context persons engage in actions that have relative probabilities of being defined as criminals.

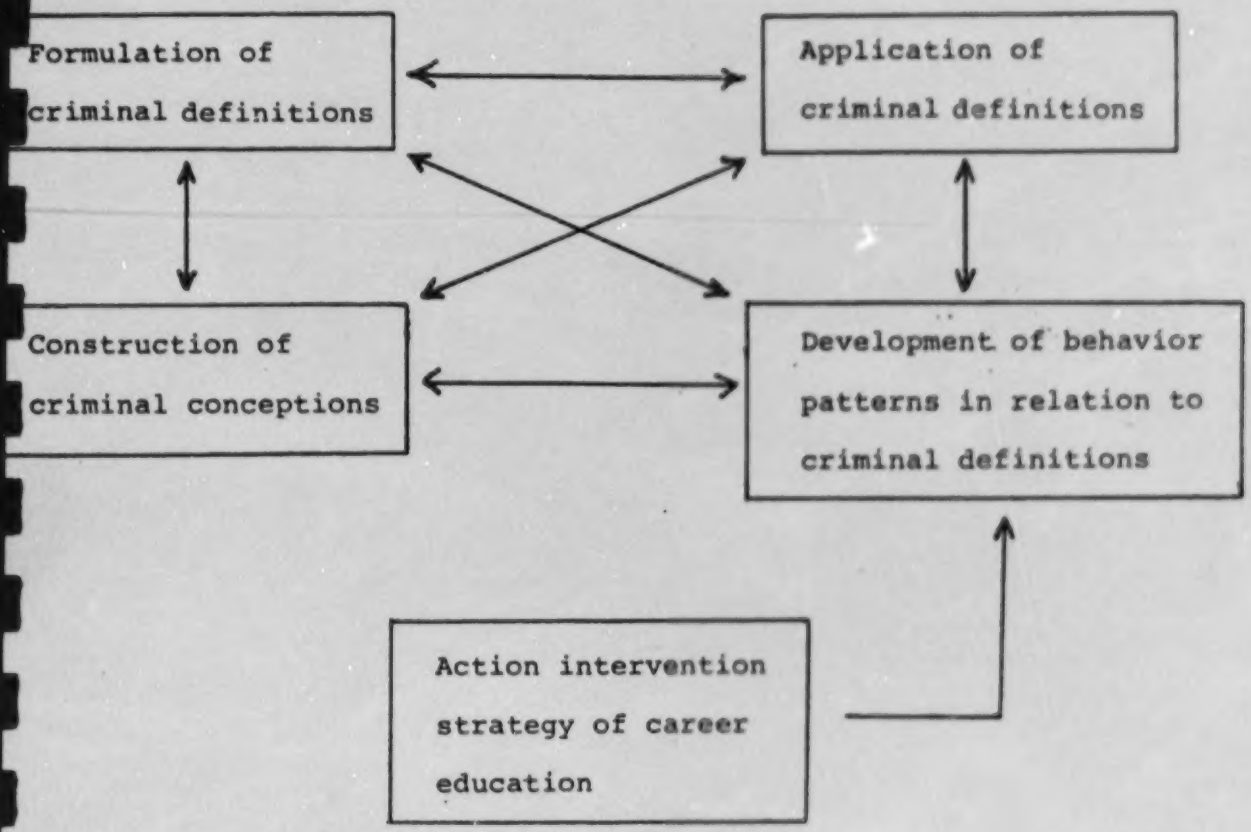
5. Conceptions of crime are constructed and diffused in the segments of society by various means of communication.

6. The social reality of crime is constructed by the formulation and application of criminal definitions, the development of behavior patterns related to criminal definitions, and the construction of criminal conceptions.

In particular, this demonstration project attempted to intervene in the stage of "development of behavior patterns in relation to criminal definitions" (Figure 1). Man constructs his patterns of action in participation with others. It follows that the probability that a person will develop action

FIGURE 1

MODEL OF THE SOCIAL REALITY OF CRIME


Formulation of criminal definitions
Application of criminal definitions
Construction of criminal conceptions
Development of behavior patterns in relation to criminal definitions
Action intervention strategy of career education

patterns that have a high potential of being defined as criminal depends on the relative substance of: (1) structured opportunities; (2) learning experiences; (3) interpersonal associations and identifications; and (4) self-conceptions. If a demonstration project such as the one developed at Cedar Valley College/Dallas County Boys' Home could have some impact on learning experiences, interpersonal associations and self-conceptions, then the final product might be behavioral change.

Evaluation analysis should take place on two levels. The most productive is the short-term evaluation of immediate change observed in the group of adolescents. There were many intervening factors which prevented the researcher from adhering to a strict evaluation research model. Some of the problems may be so potent as to limit the generalizability of the findings to other groups. However, that is not really one of the goals of the evaluation. This level of analysis should enable the development of a system model which indicates how a program works when set up in a particular way. This approach will enable later participants to decide what areas of the model might need revision to produce better results.

The second level of evaluation is more tenuous and not within the realm of possibility for this study. It would involve a longitudinal follow-up study of the participants. Recidivism rates would be of interest to the criminal justice system and educational administrators as well. Unfortunately, it is at this level of analysis where it becomes impossible to control for the many intervening variables which can explain recidivism rates, any of which might be more pertinent than exposure to the program. It is believed, however, that this particular phase of the evaluation, although not possible at this funding level or within the time framework allowed, could serve an an important feedback loop in the system model.

3.2 Sociometric Analysis

Sociometric techniques gained popularity as a method for analyzing group structure in the 1940's and 1950's under the leadership of Jacob Moreno. Sociometry has been defined as the "mathematical study of psychological properties of populations; the experimental technique of and the results obtained by application of quantitative method." After gaining an almost cult-like following, the limitations of the technique caused it to lose favor within the sociological discipline. The advent of advanced technology, however, has enabled the application of this technique to larger groups and has resulted in the ability of researchers to depict

pictorially the attractions and repulsions of different groups. Because this technique could enable changes in relationships to be presented in a time series, this approach was selected as a major form of evaluation for the Boys' Home Demonstration Project.

The goals of the project were of both a cognitive and affective nature. The first section of the course work dealt with developing interpersonal skills, and the second concern was the development of knowledge about careers. Two types of sociometric questions were used--one measuring group dynamics in academic settings and the second measuring social groupings.

The decision was made to use both positive and negative choice questions. While some researchers feel that the use of negative choices (naming with whom you would not like to work or with whom you would not like to socialize) may emphasize negative feelings, it was the decision of the Project Director that the benefits which could result from being able to discern isolates from rejects outweighed the possible negative outcomes.

3.2.1 Testing Results

Sociometric surveys were administered twice during the academic year. Previous research has indicated that sociometric choices in a group become relatively stable after a three-four week period of interaction. The first surveys were administered at the end of September after the students had been in class for almost four weeks. The rotating nature of the classes interfered with the collection of the surveys from all the students. In the first administration, forty-three usable instruments were obtained. A total of fourteen choices were possible on two possible choice questions. The students answering the survey averaged 11.7 choices each. More positive nominations were made on the social dimension than on the academic dimension. Table 3-1 summarizes the average number of positive, negative, and mutual choices which were made throughout the semester. As indicated by the high mean of 5.4 out of a possible 7 choices, most of the students nominated six students as persons with whom they would like to go to Six Flags. However, almost as many negative nominations, 6.0, were made on the same dimension. The number of mutual choices was at this point in the semester quite low with an average 1.5 mutual positive choices and .9 mutual negatives. Fewer nominations were made on the academic questions, but mutual choices higher. Positive choices outnumbered negative nominations by less than one point.

TABLE 3-1

A SUMMARY OF THE AVERAGE CHOICES MADE, CHOICES RECEIVED AND MUTUAL CHOICES

	September			May		
	Choices Made	Choices Received	Mutual	Choices Made	Choices Received	Mutual
Positive Academic	3.0	3.0	1.9	3.1	3.1	1.6
Positive Social	5.4	5.4	1.7	2.8	2.8	0.6
Negative Academic	2.8	2.8	1.1	1.5	1.5	0.3
Negative Social	4.8	4.8	0.8	1.7	1.7	0.3

The final administration of the sociometric survey occurred at the end of the semester in May. The fall activities had been human relations oriented while the spring had been directed at teaching career and academically oriented materials. The goals of the first semester of the program had emphasized affective aspects of human relation skills while the second semester emphasized cognitive aspects of career education. The value of the pre-test/post-test comparison in the evaluation model is seriously limited because of the extremely high rate of turnover in the home. By May, only 17 students remained who had participated in the entire demonstration program. Forty-three students responded to the May survey. This means that less than forty percent of the respondents had not participated in the program training. Also, the movement to other programs such as the townhouse resulted in the destruction of many of the subgroups which had coalesced during the program. An examination of the May averages in Table-3-1 illustrates the changes. Only half as many positive social nominations were made. Positive academic nominations did not change. Additionally, academic and social mutual choices (both positive and negative) decreased as a percentage of choices made.

In view of the difficulty in generalizing about a program in which so few participants were exposed to the entire program, the outcomes for specific students must be examined in greater detail. One major goal of sociometric analysis is to identify "isolates" and "rejects" as well as class "stars". The importance of developing pro-social leadership traits should not be ignored. However, previous research has indicated that highly chosen people of "stars" are likely to be selected for this role without intervention from group facilitators. Changes in sociometric status for isolates and rejects may more often result from the intervention strategies of the facilitator. Indeed, in the setting of a correctional facility for youth, these two categories should weigh heavily upon the attention of any change agent.

For the purpose of this study, an isolate was defined as any student receiving no positive or negative nominations. A reject was defined as any student receiving no positive nominations and receiving one or more negative nominations. The possibility existed, of course, for some students to receive more negative nominations than positive ones. Although numerically it might appear that these students should be discussed as rejects, no methodological basis exists for this. No agreement in sociometric studies can be identified which gives equal weight to positive and negative nominations. In other words, the two concepts must be considered separately since there is no basis in the literature for averaging the two types of nominations together to determine a participant's status in a group. Indeed, many researchers in this field feel that even one positive nomination,

particularly if it is a mutual choice, can outweigh the negative implications of negative nominations for one's self concept.

3.2.2 Isolates

In September no students were identified as either academic or social isolates. The students had not been together as a group very long at this particular time of the school year. Table 3-2 summarizes the comparisons of academic and social nominations. (Tables summarizing the social and academic dimensions in greater detail are included in the technical appendix.) In May, only four students were identified as either academic or social isolates. Two of these students were isolates on both dimensions, receiving no positive or negative nominations at all. Few isolates were recognized in this class at the beginning of the school year or at its' conclusion.

3.2.3 Rejects

Only one student was defined as either a social or academic reject in September. Student number 12 received no academic nominations and only one social nomination. However, he did receive five negative academic nominations and two negative social nominations. The student's progress could not be tracked due to his dismissal from the home during the cause of the program.

Eight students were recognized as being either social or academic rejects in May. Two of these, students' numbers 45 and 80 were rejects on both dimensions. Additionally two of the students, numbers 1 and 11, were not identified as rejects at the beginning of the program in September.

3.2.4 Implications

Generally, the results of the sociometric analysis indicate that the intervention strategies practiced by the teacher/counselor in the program and the curriculum developed for teaching human relation skills had little effect on the group status of isolates and rejects. An obvious limitation for this type of analysis, however, is that so few boys remained in the home for the duration of the treatment. Additionally, students who participated in programs such as stress camping may report greater changes than those who do not. Many intervening variables exist which complicate an evaluation such as this. This issue will be addressed in greater detail in Chapter 4.0.

3.3 Career Education Measurement Series (CEMS)

The second major objective of the program was to impart knowledge and information about careers. The instrument

selected for evaluation of this objective was the Career Education Measuremnet Series (CEMS) Survey Test which was developed by the Texas Education Agency. The survey instrument is composed of nine broad topic career education categories given below:

(1) Career planning and decision-making.

(2) Career and occupational information.

(3) Job acquisition and retention skills.

(4) Attitudes and appreciation for career success.

(5) Skills in human relationships for careers.

(6) Self-investigation and evaluation for career success.

(7) Personal/work/societal responsibilities.

(8) Economic factors influencing career opportunity.

(9) Education, career opportunity relationships.

These nine broad topic categories are broken down into twenty-six more explicit sub-categories composed of sixty-three objective career education learner outcomes. While the CEMS is by far the most sophisticated measurement instrument available for measuring the acquisition of career information, numerous problems emerged regarding the use of this document.

Initial plans called for the administration of the CEMS twice during the academic year -- first, early in the fall to obtain a baseline measure, and again in May to determine progress. The first major problem occurred, however, when the reading levels of the students were determined. The instrument assumed a reading level beyond the capacity of most of the students. A second problem was that numerous instruments were also being used for the activities in the first semester. For a group whose reading level was so low and one which would have great difficulty in relating to a document related to the second semester's activities, the possible costs of pressing for a fall administration seemed to outweigh the benefits. Thus, the decision was made to complete the instrumentation necessary for the fall semester's activities and postpone the CEMS until the spring.

In early spring, consultation with the instructor indicated that the problem with the low reading levels of the students was still a major obstacle. Other measurement documents were discussed at this point. Unfortunately documents develop for readers at the third grade level, for example, are directed toward a student with a chronological age of eight years. The decision was made

TABLE 3-2

A TIME SERIES COMPARISON OF
ACADEMIC AND SOCIAL NOMINATIONS

Student ID	September				May			
	Academic		Social		Academic		Social	
	+	-	+	-	+	-	+	-
01	2	6	5	13	0[2]	1	0[1]	0
02	4	4	3	6	-	-	-	-
03	5	0	4	2	1	1	3	0
04	5	1	10	5	-	-	-	-
05	2	5	2	9	4	0	2	4
06	2	4	2	8	2	2	2	1
07	4	4	5	5	2	1	1	0
08	3	2	4	13	-	-	-	-
09	4	2	10	5	3	0	3	1
10	1	1	3	5	5	1	5	0
11	7	0	14	1	0[2]	1	-	-
12	0[2]	5	1	2	-	-	-	-
13	1	1	2	1	4	2	3	2
14	4	2	7	5	-	-	-	-
15	6	2	6	4	4	2	1	2
16	2	6	12	5	-	-	-	-
17	3	2	3	1	5	0	8	0
18	3	2	7	2	-	-	1	0
19	3	6	3	12	-	-	-	-
20	1	5	3	18	3	1	1	4

[1] Isolate [2] Reject

+ = Positive - = Negative

TABLE 3-2 (Cont'd.)

A TIME SERIES COMPARISON OF
ACADEMIC AND SOCIAL NOMINATIONS

Student ID	September				May			
	Academic		Social		Academic		Social	
	+	-	+	-	+	-	+	-
21	1	6	17	1	-	-	-	-
22	4	1	13	0	-	-	5	0
23	3	5	3	5	-	-	-	-
24	4	3	2	6	-	-	-	-
25	7	0	4	3	-	-	-	-
26	7	1	5	2	3	3	4	1
27	4	5	16	3	6	2	7	0
28	3	3	3	11	6	0	4	4
29	3	5	10	10	-	-	4	1
30	4	2	4	6	-	-	-	-
31	3	4	2	4	-	-	-	-
32	7	1	10	2	6	3	2	1
33	5	1	7	4	-	-	-	-
34	3	1	11	1	-	-	-	-
35	2	3	4	9	-	-	1	1
36	1	4	5	7	-	-	-	-
37	6	2	4	5	-	-	-	-
38	2	3	11	5	-	-	-	-
39	3	6	3	9	2	0	1	0
40	2	3	5	10	3	0	4	2

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE 3-2 (Cont'd.)

A TIME SERIES COMPARISON OF
ACADEMIC AND SOCIAL NOMINATIONS

Student ID	September				May			
	Academic		Social		Academic		Social	
	+	-	+	-	+	-	+	-
41	4	5	11	9	3	2	3	1
42	6	1	10	2	-	-	-	-
43	4	1	3	4	3	1	2	1
44	-	-	-	-	-	-	-	-
45	-	-	-	-	0[2]	4	0[2]	4
46	-	-	-	-	1	5	0[2]	3
47	-	-	-	-	1	0	2	0
48	-	-	-	-	1	0	4	0
49	-	-	-	-	4	0	2	1
50	-	-	-	-	-	-	-	-
51	-	-	-	-	2	1	1	1
52	-	-	-	-	-	-	1	0
53	-	-	-	-	0[1]	0	0[1]	0
54	-	-	-	-	2	3	1	3
55	-	-	-	-	7	0	3	1
56	-	-	-	-	5	6	2	3
57	-	-	-	-	-	-	-	-
58	-	-	-	-	6	0	2	0
59	-	-	-	-	0[2]	1	1	2
60	-	-	-	-	3	0	1	0

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE 3-2 (Cont'd.)

A TIME SERIES COMPARISON OF
ACADEMIC AND SOCIAL NOMINATIONS

Student ID	September				May			
	Academic		Social		Academic		Social	
	+	-	+	-	+	-	+	-
61	-	-	-	-	2	5	1	5
62	-	-	-	-	-	-	-	-
63	-	-	-	-	1	4	1	3
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	-	-	-	5	0	2	2
67	-	-	-	-	0[2]	1	1	0
68	-	-	-	-	3	0	3	0
69	-	-	-	-	3	0	5	0
70	-	-	-	-	1	0	3	0
71	-	-	-	-	2	6	1	3
72	-	-	-	-	5	0	3	1
73	-	-	-	-	1	1	8	1
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	-	-	-	4	1	1	0
77	-	-	-	-	2	0	2	2
78	-	-	-	-	1	0	1	4
79	-	-	-	-	1	0	0	1
80	-	-	-	-	0[2]	1	0[2]	2

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE 3-2 (cont'd)

A TIME SERIES COMPARISON OF
ACADEMIC AND SOCIAL NOMINATIONS

Student ID	September				May			
	Academic		Social		Academic		Social	
	+	-	+	-	+	-	+	-
81	-	-	-	-	4	1	3	1
82	-	-	-	-	2	1	3	3
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	-	-	-	0[1]	0	2	1
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	-	-	-	0[1]	0	0[1]	0
89	-	-	-	-	1	4	1	2
90	-	-	-	-	3	0	2	0
91	-	-	-	-	3	3	0[2]	3

[1] Isolate [2] Reject

+ = Positive - = Negative

to administer the CEMS and to read the test to the students. Because of the enormous time investment required on the part of the instructor, the CEMS was administered only once.

The findings from the administration of the CEMS are summarized in Table 3-3. The high percentage of questions missed may be the result of the testing situation and must be regarded with caution. Because of the high rate of turnover, the possibility existed that several students took the exam after having been enrolled in the program for three or four weeks. Some general tendencies are noted here, but no tests of significance were applied to this data and no generalizations to the success of the program could be made. Black students tended to miss a greater percentage of the questions overall, more than the Anglo, Mexican American, and Native American students.

The problems inherent in the use of this measurement tool are obvious. Large percentages of questions in each area were missed by the students. If considered alone, these results are quite disappointing. Given the considerable problems with the administration of the instrument, however, caution in interpretation is recommended. By other measures such as the development of interactional skills and the types of interaction which were observed on career education field trips, the students appeared to make significant gains in the development of their job related skills and knowledge. Triangulation of these data with the results of the CEMS indicates that some other method of measurement might be more appropriate. Suggestions for changes which might alleviate these problems are included in Chapter 4.0.

TABLE 3-3

CAREER EDUCATION MEASUREMENT SERIES (CEMS)
BY DEMOGRAPHIC CHARACTERISTICS

Category	Cems Categories: Career Planning and Decision Making	Career and Occupational Information	Job Acquisition and Retention Skills	Attutudes and Appreciation For Career Success	Skills in Human Relationships For Careers
Race					
Anglo	48.9%	53.3%	71.1%	82.2%	60.0%
Black	53.5	49.2	61.1	88.9	61.7
Mexican American	56.7	48.0	63.3	96.7	48.0
Native American	66.7	20.0	100.0	66.7	40.0
Age					
11	66.7	20.0	66.7	83.3	60.0
12	41.7	55.0	50.0	100.0	65.0
13	50.0	60.0	66.7	93.3	52.0
14	55.6	48.9	74.1	88.9	60.0
15	50.0	54.7	61.4	86.0	64.2
16	59.1	40.0	69.7	84.8	45.5
Grade					
5	75.0	40.0	33.3	100.0	70.0
6	47.2	43.3	77.8	83.3	56.7
7	44.4	50.0	69.4	91.7	50.0
8	58.3	61.7	69.4	80.6	71.7
9	54.2	47.5	60.4	91.7	55.0
10	58.3	20.0	66.7	83.3	40.0

[1]Percentages are of questions missed on each category

III-18

TABLE 3-3 (COnt'd.)

CAREER EDUCATION MEASUREMENT SERIES (CEMS)
BY DEMOGRAPHIC CHARACTERISTICS

Category	Cems Categories: Self-Investigation and Evaluation For Career Success	Personal/Work/ Societal Responsibilities	Economic Factors Influencing Career Opportunity	Educational Career Opportunity Relationships
Race				
Anglo	40.0%	56.7%	56.7%	64.4%
Black	43.8	68.8	66.3	55.6
Mexican American	35.0	71.7	52.0	60.0
Native American	25.0	33.3	60.0	66.7
Age				
11	25.0	100.0	75.0	66.7
12	50.0	70.8	70.0	58.3
13	40.0	70.0	60.0	53.3
14	36.1	74.1	58.9	63.0
15	46.1	64.0	59.0	61.4
16	34.1	57.6	58.2	54.6
Grade				
5	37.5	66.7	80.0	66.7
6	50.0	63.9	60.0	66.7
7	43.8	62.5	59.2	52.7
8	37.5	66.7	60.0	69.4
9	37.5	65.6	56.3	54.2
10	37.5	66.7	70.0	50.0

[1]Percentages are of questions missed on each category

CHAPTER FOUR

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The creation of the modern community college has made advanced vocational training and post-secondary education accessible to many citizens of urban regions. The central theme of these innovative public institutions has been the democratization of higher education. In 1965, the Dallas County Community College District was formed to meet the diverse educational needs of the county's residents. Cedar Valley College, as a member campus of the DCCCD has explored new methods to fulfill its' education commitment to the surrounding community. One of these has been to offer its' courses away from the immediate campus and decentralize them into the community. As a part of the effort, the Counseling Center at Cedar Valley College has sought over the last two years to meet the career education needs of the residents of the Dallas County Boys' Home.

Effective communications were enhanced by locating the instructor on both campuses. In addition to this linkage, the Project Director made numerous visits to the site to maintain working relationships with the administrative staff of the Boys' Home. After the first year, the administrative staff was enthusiastically supportive of the program and encouraged its return for a second year. However, during the second year of the project, a great many administrative changes occurred at the Boys' Home facility. The administrator and assistant administrator in charge of the Boys' Home, and who were deeply committed to the project, left their positions and were replaced by an interim director. This director did not have the same level of commitment to the project as did his predecessors. Throughout 1980-81 the Dallas County Boys' Home was operating in a highly politicized atmosphere. Additionally, the counselor who was originally assigned to the project developed severe physical difficulties in April of 1981 and was hospitalized, unable to finish the project. He was replaced by a temporary counselor.

As with any demonstration project, the first and most obvious question is, "Did it work?" As with most innovative projects, some portions of this project were very successful and others less successful. The most important goal then is to discern the strengths and the weaknesses of the program and to understand how the model can be changed to eliminate the weaknesses.

The model of the social reality of crime developed by Richard Quinney served as the basis for development of this program. The intervention strategy was developed to impact and change the development of behavior patterns in relation to criminal definitions. The strategy was to change the predelinquent and delinquent youths self-concepts and ideas about careers to positive and pro-social attitudes. The belief was that if these students could develop a positive sense of self worth and learn behaviors which are rewarded in the legitimate work world, they might be less likely to manifest behaviors common to criminal definitions.

That the residents had developed at least some criminal knowledge, was evidenced by their presence in the home. Although truancy was one common offense, the most common reason for residency was a theft-related incident.

A major difficulty in understanding the impact of the program on the self-concept or self-worth of the students was the lack of assessment data regarding these characteristics. Sociometric data was chosen as a measure of the behavioral and attitudinal manifestations of self-worth and several additional psychological assessment instruments were administered to the students.

Possibly the strongest aspect of this program has been the human relations curriculum. With a more concerted effort to obtain survey instruments from all students and more precise information about participation in other programs which could confound the results of the evaluation of the impact of this program, a more accurate assessment of this portion of the curriculum can be developed in the second year.

Evaluation and recommendations regarding the career education portion of the program are complicated by factors not directly related to the goals of this program. The reading levels and, in fact all the academic achievement levels for the students,were well below their grade level. The method chosen to evaluate the career education portion of the program was dependent upon the ability to read a testing instrument developed for specific reading levels. Problems in administering the instrument resulted in the instructor's reading the exam in small group situations or individually to each student. Baseline data was not gathered since the administration of this instrument twice would have forced the omission of some of the teaching units. Although the percentages of questions missed in all nine areas were large, it is impossible to say that problems existed with the curriculum. An added complicating factor for the evaluator was the fact that several took test after having been exposed to the program for only a short time.

Several changes are recommended to avoid these problems. First, the project director must work more closely with the

instructor to obtain accurate and precise enrollment data. The instructor must be responsible for indicating the date of enrollment in the program so subcategories can be developed for evaluation purposes. He must be responsible for collecting data about his students' participation in other activities which might increase their status in the group.

Second, in the future, the CEMS instrument must be given in the fall as a baseline measure. Additionally, the project director does not recommend the use of the CEM's instrument as an evaluation tool for the curriculum. As an alternative, the instructor must institute a total mastery testing program for each unit, measuring the acquisition of skills as they are discussed in class. Although the two techniques would not provide comparable data, one could compare the percentages of questions missed in the fall term with the number of students who are able to answer five out of six questions required to pass a unit.

In summary, instructional programmatic changes which would aid future development are as follows:

1. Greater emphasis on research needs to be communicated to the classroom instructor and more precise record keeping on the instructor's part

2. Use only How Well Do You Like Yourself as a personality instrument

3. Always administer CEMS in Fall and Spring

4. Continue to develop total mastery testing for career units

5. Continue the use of sociometric analysis to measure changes in group structure.

The co-production of desired educational outcomes, such as those sought by the Dallas County Boys Home and Cedar Valley College, are dependent on a high level of institutional commitment from both facilities. Throughout both years of the project an intense philosophical commitment was demonstrated by both institutions. During the second year, administrative changes at the Boys' Home and the illness of the projects' counselor, restricted the total deliverability of program to the residents. Personnel changes at the Boys' Home and at Cedar Valley College, limited the acquisition of study data needed for research analysis.

Future programs which stretch the boundary of two institutions will need to develop contingency plans to deal effectively with personnel changes at the participating facilities. A deep philosophical commitment to a project, such as the Dallas County Boys's Home Project, will need to be established at the beginning of the program.

Technical Appendix A

TABLE A-1

TIME SERIES COMPARISON OF
SUMMARY DATA FOR ALL POSITIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	11	0	7	0	27	53	2	0
02	9	-	7	-	24	-	4	-
03	9	1	9	4	21	29	6	0
04	11	-	15	-	7	-	6	-
05	11	3	4	6	39	18	2	0
06	9	6	4	4	38	31	3	1
07	10	-	9	3	22	37	3	0
08	9	-	7	-	28	-	2	-
09	6	6	14	6	10	19	3	3
10	11	6	4	10	40	3	2	5
11	14	-	21	-	1	-	11	-
12	7	-	1	-	43	-	1	-
13	9	4	3	7	42	11	2	3
14	10	-	11	-	17	-	4	-
15	9	3	12	5	16	23	3	0
16	8	-	14	-	9	-	6	-
17	6	6	6	13	29	1	4	6
18	9	-	10	-	20	-	5	-
19	10	-	6	-	30	-	4	-
20	12	8	4	4	41	33	0	4
21	9	-	18	-	3	-	4	-
22	10	-	17	5	5	25	5	0
23	14	-	6	-	34	-	2	-
24	12	-	6	-	31	-	4	-
25	12	-	11	-	17	-	4	-
26	14	5	12	7	15	13	11	2
27	4	7	20	13	2	2	3	5
28	10	7	6	10	32	5	4	5
29	10	-	13	4	13	34	5	0
30	8	-	8	-	23	-	4	-
31	11	-	5	-	37	-	2	-
32	12	7	17	8	4	10	9	3
33	11	-	12	-	15	-	8	-
34	5	-	14	-	11	-	3	-
35	6	-	6	1	36	51	1	0
36	6	-	6	-	33	-	3	-
37	12	-	10	-	19	-	7	-
38	10	-	13	-	12	-	6	-
39	10	10	6	3	35	41	2	2
40	11	8	7	7	25	14	3	2

[1]Person making choices but receiving none

TABLE A-1 (Cont'd.)

TIME SERIES COMPARISON OF
SUMMARY DATA FOR ALL POSITIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	9	-	15	7	8	17	6	0
42	14	-	16	-	6	-	8	-
43	9	0	7	5	26	28	3	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	6	-	1	-	48	-	0
47	-	-	-	3	-	38	-	0
48	-	-	-	5	-	24	-	0
49	-	10	-	6	-	21	-	5
50	-	-	-	-	-	-	-	-
51	-	3	-	3	-	42	-	1
52	-	-	-	1	-	49	-	0
53	-	2	-	0[1]	-	54	-	0
54	-	6	-	3	-	39	-	2
55	-	5	-	10	-	4	-	4
56	-	6	-	7	-	16	-	3
57	-	-	-	-	-	-	-	-
58	-	8	-	8	-	9	-	4
59	-	-	-	1	-	52	-	0
60	-	8	-	4	-	35	-	3
61	-	10	-	2	-	46	-	2
62	-	-	-	-	-	-	-	-
63	-	-	-	2	-	43	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	10	-	7	-	15	-	5
67	-	2	-	1	-	50	-	0
68	-	8	-	6	-	20	-	4
69	-	11	-	8	-	8	-	5
70	-	5	-	4	-	30	-	1
71	-	7	-	3	-	36	-	2
72	-	4	-	8	-	7	-	4
73	-	7	-	9	-	6	-	2
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	10	-	5	-	22	-	2
77	-	1	-	4	-	32	-	1
78	-	0	-	3	-	40	-	0
79	-	1	-	1	-	47	-	1
80	-	-	-	-	-	-	-	-

TABLE A-1 (Cont'd.)

TIME SERIES COMPARISON OF
SUMMARY DATA FOR ALL POSITIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	9	-	7	-	12	-	3
82	-	1	-	5	-	26	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	6	-	2	-	45	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	12	-	0	-	55	-	0
89	-	11	-	2	-	44	-	1
90	-	2	-	5	-	27	-	3
91	-	11	-	3	-	41	-	3

TABLE A-2

A SUMMARY OF POSITIVE CHOICES
FOR CLASS PROJECT QUESTION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	4	0	2	0	31	46	2	0
02	2	-	4	-	11	-	2	-
03	2	0	5	1	8	36	2	0
04	4	-	5	-	9	-	3	-
05	4	2	2	4	32	11	2	0
06	2	3	2	2	33	28	2	1
07	3	-	4	2	12	29	3	0
08	2	-	3	-	21	-	1	-
09	3	3	4	3	13	17	2	2
10	4	3	1	5	38	7	1	3
11	7	-	7	-	1	-	6	-
12	4	-	0	-	43	-	0	-
13	2	2	1	4	39	13	0	1
14	3	-	4	-	14	-	3	-
15	3	0	6	4	5	14	3	0
16	1	-	2	-	34	-	1	-
17	3	3	3	5	22	8	2	3
18	2	-	3	-	23	-	2	-
19	3	-	3	-	24	-	2	-
20	5	4	1	3	40	19	0	3
21	2	-	1	-	41	-	0	-
22	3	-	4	-	15	-	1	-
23	7	-	3	-	25	-	2	-
24	5	-	4	-	16	-	3	-
25	5	-	7	-	2	-	4	-
26	7	3	7	3	3	21	7	2
27	2	4	4	6	17	3	2	3
28	3	3	3	6	26	4	3	3
29	3	-	3	-	27	-	1	-
30	3	-	4	-	18	-	2	-
31	4	-	3	-	28	-	2	-
32	5	3	7	6	4	5	4	2
33	4	-	5	-	10	-	3	-
34	3	-	3	-	30	-	1	-
35	4	-	2	-	35	-	1	-
36	1	-	1	-	42	-	1	-
37	5	-	6	-	6	-	5	-
38	3	-	2	-	37	-	1	-
39	3	5	3	2	29	34	1	1
40	4	4	2	3	36	25	1	1

[1]Persons making choices but receiving none

TABLE A-2 (Cont'd.)

A SUMMARY OF POSITIVE CHOICES
FOR CLASS PROJECT QUESTION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	2	-	4	-	19	-	2	-
42	7	-	6	-	7	-	5	-
43	2	0	4	3	20	26	2	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	3	-	1	-	45	-	0
47	-	-	-	1	-	40	-	0
48	-	-	-	1	-	44	-	0
49	-	4	-	4	-	16	-	-
50	-	-	-	-	-	-	-	-
51	-	1	-	2	-	35	-	1
52	-	-	-	-	-	-	-	-
53	-	1	-	0[1]	-	47	-	0
54	-	4	-	2	-	30	-	0
55	-	4	-	7	-	1	-	4
56	-	4	-	5	-	10	-	3
57	-	-	-	-	-	-	-	-
58	-	4	-	6	-	2	-	4
59	-	-	-	-	-	-	-	-
60	-	5	-	3	-	22	-	2
61	-	3	-	2	-	33	-	1
62	-	-	-	-	-	-	-	-
63	-	-	-	1	-	39	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	6	-	5	-	9	-	4
67	-	2	-	0[1]	-	49	-	0
68	-	4	3	-	-	23	-	2
69	-	7	-	3	-	18	-	3
70	-	3	-	1	-	37	-	1
71	-	4	-	2	-	27	-	2
72	-	2	-	5	-	6	-	2
73	-	4	-	1	-	38	-	1
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	6	-	4	-	12	-	2
77	-	1	-	2	-	31	-	1
78	-	0	-	1	-	41	-	0
79	-	1	-	1	-	42	-	1
80	-	-	-	-	-	-	-	-

TABLE A-2 (Cont'd.)

A SUMMARY OF POSITIVE CHOICES
FOR CLASS PROJECT QUESTION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	6	-	4	-	15	-	3
82	-	1	-	2	-	32	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	3	-	0[1]	-	48	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	6	-	0[1]	-	50	-	0
89	-	5	-	1	-	43	-	1
90	-	1	-	3	-	24	-	1
91	-	4	-	3	-	20	-	3

TABLE A-3

TIME SERIES COMPARISON
OF POSITIVE SOCIOMETRIC CHOICES ON SOCIAL DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	7	0	5	0	18	50	0	0
02	7	-	3	-	29	-	2	-
03	7	1	4	3	23	13	4	0
04	7	-	10	-	9	-	3	-
05	7	1	2	2	38	23	0	0
06	7	3	2	2	39	24	1	0
07	7	-	5	1	19	35	0	0
08	7	-	4	-	24	-	1	-
09	3	3	10	3	10	17	1	1
10	7	3	3	5	30	4	1	2
11	7	-	14	-	3	-	5	-
12	3	-	1	-	43	-	1	-
13	7	2	2	3	40	19	2	2
14	7	-	7	-	14	-	1	-
15	6	3	6	4	17	7	0	0
16	7	-	12	-	5	-	5	-
17	3	3	3	8	31	2	2	3
18	7	-	7	-	15	-	3	-
19	7	-	3	-	32	-	2	-
20	7	4	3	1	33	40	0	1
21	7	-	17	-	1	-	4	-
22	7	-	13	5	4	6	3	0
23	7	-	3	-	34	-	0	-
24	7	-	2	-	41	-	1	-
25	7	-	4	-	25	-	0	-
26	7	2	5	4	20	9	4	0
27	2	3	16	7	2	3	1	2
28	7	4	3	4	35	10	1	2
29	7	-	10	4	11	11	4	0
30	5	-	4	-	26	-	2	-
31	7	-	2	-	42	-	0	-
32	7	4	10	2	12	29	5	1
33	7	-	7	-	16	-	5	-
34	2	-	11	-	7	-	2	-
35	2	-	4	1	28	46	0	0
36	5	-	5	-	22	-	2	-
37	7	-	4	-	27	-	2	-
38	7	-	11	-	6	-	5	-
39	7	5	3	1	36	48	1	1
40	7	4	5	4	21	12	2	1

[1]Persons making choices but receiving none

TABLE A-3 (Cont'd.)

TIME SERIES COMPARISON
OF POSITIVE SOCIOMETRIC CHOICES ON SOCIAL DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	7	-	11	3	8	23	4	0
42	7	-	10	-	13	-	3	-
43	7	0	3	2	37	34	1	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	3	-	0[1]	-	55	-	0
47	-	-	-	2	-	25	-	-
48	-	-	-	4	-	8	-	0
49	-	6	-	2	-	31	-	2
50	-	-	-	-	-	-	-	-
51	-	2	-	1	-	49	-	0
52	-	-	-	1	-	42	-	0
53	-	1	-	0[1]	-	51	-	0
54	-	2	-	1	-	38	-	0
55	-	3	-	3	-	18	-	0
56	-	2	-	2	-	33	-	0
57	-	-	-	-	-	-	-	-
58	-	4	-	2	-	26	-	0
59	-	-	-	1	-	47	-	0
60	-	3	-	1	-	44	-	1
61	-	7	-	1	-	45	-	1
62	-	-	-	-	-	-	-	-
63	-	-	-	1	-	36	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	4	-	2	-	32	-	1
67	-	0	-	1	-	43	-	0
68	-	4	-	3	-	22	-	2
69	-	4	-	5	-	5	-	2
70	-	2	-	3	-	14	-	0
71	-	3	-	3	-	15	-	0
72	-	2	-	3	-	16	-	2
73	-	3	-	8	-	1	-	1
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	4	-	1	-	37	-	0
77	-	0	-	2	-	27	-	0
78	-	0	-	1	-	39	-	0
79	-	0	-	0	-	52	-	0
80	-	-	-	-	-	-	-	-

TABLE A-3 (Cont'd.)

TIME SERIES COMPARISON
OF POSITIVE SOCIOMETRIC CHOICES ON SOCIAL DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	3	-	3	-	20	-	0
82	-	0	-	3	-	21	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	3	-	2	-	28	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	6	-	0[1]	-	53	-	0
89	-	6	-	1	-	41	-	0
90	-	1	-	2	-	30	-	0
91	-	7	-	0[1]	-	54	-	0

TABLE A-4

TIME SERIES COMPARISON OF
SOCIOMETRIC CHOICES ON ALL NEGATIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	9	0	19	1	2	31	5	0
02	9	-	10	-	15	-	5	-
03	8	2	2	1	39	32	1	0
04	6	-	6	-	28	-	0	-
05	7	1	14	4	7	11	2	0
06	7	2	12	4	11	12	3	0
07	10	-	9	1	17	34	4	0
08	6	-	15	-	4	-	3	-
09	9	4	7	1	23	35	2	0
10	8	9	6	1	29	36	0	0
11	7	-	1	1	42	39	0	0
12	6	-	7	-	24	-	1	-
13	8	4	2	4	40	13	1	0
14	9	-	7	-	25	-	3	-
15	11	6	6	4	30	14	2	1
16	7	-	11	-	13	-	1	-
17	9	4	3	0[1]	34	47	2	0
18	9	-	4	-	33	-	2	-
19	10	-	18	-	3	-	8	-
20	7	4	23	5	1	10	2	0
21	10	-	7	-	26	-	3	-
22	10	-	1	-	43	-	1	-
23	8	-	10	-	16	-	1	-
24	9	-	9	-	18	-	1	-
25	9	-	3	-	35	-	1	-
26	7	10	3	4	36	17	2	2
27	8	3	8	2	19	26	2	0
28	10	5	14	4	8	18	5	0
29	11	-	15	-	5	-	4	-
30	4	-	8	-	20	-	1	-
31	10	-	8	-	21	-	3	-
32	9	6	3	4	37	19	2	2
33	8	-	5	-	31	-	0	-
34	8	-	2	-	41	-	0	-
35	8	-	12	-	12	-	2	0
36	12	-	11	-	14	-	4	-
37	8	-	7	-	27	-	2	-
38	10	-	8	-	22	-	4	-
39	7	6	15	0[1]	6	53	2	0
40	8	2	13	2	10	27	3	1

[1]Persons making choices but receiving none

TABLE A-4 (Cont'd.)

TIME SERIES COMPARISON OF
SOCIOMETRIC CHOICES ON ALL NEGATIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	11	-	14	3	9	22	6	0
42	7	-	3	-	38	-	0	-
43	10	0	5	2	32	30	3	0
44	-	-	-	-	-	-	-	-
45	-	-	-	8	-	4	-	0
46	-	5	-	8	-	5	-	1
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	2	-	1	-	43	-	0
50	-	-	-	-	-	-	-	-
51	-	4	-	2	-	29	-	0
52	-	-	-	-	-	-	-	-
53	-	0	-	0	-	48	-	0
54	-	4	-	6	-	7	-	2
55	-	0	-	1	-	37	-	0
56	-	1	-	9	-	3	-	1
57	-	-	-	-	-	-	-	-
58	-	2	-	0[1]	-	46	-	0
59	-	-	-	3	-	21	-	0
60	-	3	-	0[1]	-	49	-	0
61	-	6	-	10	-	1	-	3
62	-	-	-	-	-	-	-	-
63	-	-	-	7	-	6	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	4	-	2	-	28	-	0
67	-	2	-	1	-	42	-	0
68	-	4	-	0[1]	-	51	-	0
69	-	2	-	0[1]	-	45	-	0
70	-	2	-	0[1]	-	44	-	0
71	-	7	-	9	-	2	-	2
72	-	2	-	1	-	33	-	0
73	-	3	-	2	-	23	-	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	7	-	1	-	38	-	1
77	-	0	-	2	-	24	-	0
78	-	0	-	4	-	15	-	0
79	-	0	-	1	-	40	-	0
80	-	-	-	3	-	20	-	0

TABLE A-4 (Cont'd.)

TIME SERIES COMPARISON OF
SOCIMETRIC CHOICES ON ALL NEGATIVE CHOICE QUESTIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	3	-	2	-	25	-	0
82	-	0	-	4	-	16	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	4	-	1	-	41	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	0	-	0	-	50	-	0
89	-	5	-	6	-	8	-	2
90	-	0	-	0	-	52	-	0
91	-	10	-	6	-	9	-	6

TABLE A-5

TIME SERIES COMPARISONS OF NEGATIVE SOCIOMETRIC CHOICES ON ACADEMIC DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	3	0	6	1	1	17	3	0
02	3	-	4	-	13	-	3	-
03	2	1	0[1]	1	41	18	0	0
04	3	-	1	-	31	-	0	-
05	3	1	5	0[1]	6	33	2	0
06	1	1	4	2	14	12	0	0
07	4	-	4	1	15	19	3	0
08	2	-	2	-	23	-	0	-
09	3	2	2	0[1]	24	35	1	0
10	2	3	1	1	32	21	0	0
11	1	-	0[1]	1	42	23	0	0
12	3	-	5	-	7	-	1	-
13	2	2	1	2	33	13	0	0
14	3	-	2	-	25	-	2	-
15	5	3	2	2	26	14	2	0
16	4	-	6	-	2	-	1	-
17	3	2	2	0[1]	27	39	2	0
18	3	-	2	-	28	-	1	-
19	4	-	6	-	3	-	3	-
20	1	2	5	1	8	24	1	0
21	4	-	6	-	4	-	3	-
22	4	-	1	-	34	-	1	-
23	2	-	5	-	9	-	0	-
24	3	-	3	-	18	-	1	-
25	3	-	0[1]	-	43	-	0	-
26	1	5	1	3	35	10	1	1
27	2	3	5	2	10	15	2	0
28	4	4	3	0[1]	19	45	3	0
29	5	-	5	-	11	-	3	-
30	2	-	2	-	29	-	0	-
31	4	-	4	-	16	-	2	-
32	3	3	1	3	36	11	1	1
33	2	-	1	-	37	-	0	-
34	2	-	1	-	38	-	0	-
35	2	-	3	-	20	-	1	-
36	6	-	4	-	17	-	2	-
37	3	-	2	-	30	-	2	-
38	4	-	3	-	22	-	2	-
39	1	2	6	0[1]	5	50	1	0
40	2	1	3	0[1]	21	51	2	0

[1]Persons making choices but receiving none

TIME A-5 (Cont'd.)

TIME SERIES COMPARISONS OF NEGATIVE SOCIOMETRIC CHOICES ON ACADEMIC DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	5	-	5	2	12	16	4	0
42	1	-	1	-	39	-	0	-
43	4	0	1	1	40	31	1	0
44	-	-	-	-	-	-	-	-
45	-	-	-	4	-	6	-	0
46	-	2	-	5	-	3	-	1
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	1	-	0[1]	-	52	-	0
50	-	-	-	-	-	-	-	-
51	-	2	-	1	-	30	-	0
52	-	-	-	-	-	-	-	-
53	-	0	-	0	-	40	-	0
54	-	2	-	3	-	8	-	1
55	-	0	-	0	-	36	-	0
56	-	0	-	6	-	2	-	0
57	-	-	-	-	-	-	-	-
58	-	1	-	0[1]	-	38	-	0
59	-	-	-	1	-	29	-	0
60	-	1	-	0[1]	-	46	-	0
61	-	2	-	5	-	4	-	2
62	-	-	-	-	-	-	-	-
63	-	-	-	4	-	5	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	2	-	0[1]	-	53	-	0
67	-	2	-	1	-	28	-	0
68	-	2	-	0[1]	-	48	-	0
69	-	1	-	0[1]	-	37	-	0
70	-	2	-	0[1]	-	32	-	0
71	-	1	-	6	-	1	-	1
72	-	1	-	0[1]	-	34	-	0
73	-	1	-	1	-	20	-	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	3	-	1	-	22	-	1
77	-	0	-	0	-	41	-	0
78	-	0	-	0	-	42	-	0
79	-	0	-	0	-	43	-	0
80	-	-	-	1	-	26	-	0

TABLE A-5 (Cont'd.)

TIME SERIES COMPARISONS OF NEGATIVE SOCIOMETRIC CHOICES ON ACADEMIC DIMENSION

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	1	-	1	-	25	-	0
82	-	0	-	1	-	27	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	1	-	0[1]	-	44	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	0	-	0	-	47	-	0
89	-	3	-	4	-	7	-	1
90	-	0	-	0	-	49	-	0
91	-	5	-	3	-	9	-	3

TABLE A-6

A TIME SERIES COMPARISON
OF NEGATIVE CHOICES ON SOCIAL DIMENSIONS

Student ID	Choices Made		Choices Received		Ranking		MUTUAL Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
01	6	0	13	0	2	35	2	0
02	6	-	6	-	14	-	2	-
03	6	1	2	0[1]	32	36	1	0
04	3	-	5	-	17	-	0	-
05	4	0	9	4	8	2	0	0
06	6	1	8	1	12	19	3	0
07	6	-	5	-	18	-	1	-
08	4	-	13	-	3	-	3	-
09	6	2	5	1	19	22	1	0
10	6	5	5	0[1]	20	38	0	0
11	6	-	1	-	38	-	0	-
12	3	-	2	-	33	-	0	-
13	6	2	1	2	39	12	1	0
14	6	-	5	-	21	-	1	-
15	6	3	4	2	27	13	0	1
16	3	-	5	-	22	-	0	-
17	6	2	1	0[1]	40	42	0	0
18	6	-	2	-	34	-	1	-
19	5	-	12	-	4	-	5	-
20	6	2	18	4	1	4	1	0
21	6	-	1	-	41	-	0	-
22	6	-	0[1]	-	43	-	0	-
23	6	-	5	-	23	-	1	-
24	6	-	6	-	15	-	0	-
25	6	-	3	-	30	-	1	-
26	6	5	2	1	35	27	1	1
27	6	0	3	0	31	44	0	0
28	6	1	11	4	5	6	2	0
29	6	-	10	1	6	28	1	0
30	2	-	6	-	16	-	1	-
31	6	-	5	-	24	-	1	-
32	6	3	2	1	36	29	1	1
33	6	-	4	-	28	-	0	-
34	6	-	1	-	42	-	0	-
35	6	-	9	1	9	30	1	0
36	6	-	7	-	13	-	2	-
37	5	-	5	-	25	-	0	-
38	6	-	5	-	26	-	2	-
39	6	4	9	0[1]	10	50	1	0
40	6	1	10	2	7	17	1	1

[1]Persons making choices but receiving none

TABLE A-6 (Cont'd.)

A TIME SERIES COMPARISON
OF NEGATIVE CHOICES ON SOCIAL DIMENSIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
41	6	-	9	1	11	32	2	0
42	6	-	2	-	37	-	0	-
43	6	0	4	1	29	34	2	0
44	-	-	-	-	-	-	-	-
45	-	-	-	4	-	5	-	0
46	-	3	-	3	-	10	-	0
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	1	-	1	-	31	-	0
50	-	-	-	-	-	-	-	-
51	-	2	-	1	-	33	-	0
52	-	-	-	-	-	-	-	-
53	-	0	-	0	-	43	-	0
54	-	2	-	3	-	8	-	1
55	-	0	-	1	-	23	-	0
56	-	1	-	3	-	12	-	1
57	-	-	-	-	-	-	-	-
58	-	1	-	0[1]	-	41	-	0
59	-	-	-	-	-	-	-	-
60	-	2	-	0[1]	-	46	-	0
61	-	4	-	5	-	1	-	1
62	-	-	-	-	-	-	-	-
63	-	-	-	3	-	7	-	0
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	2	-	2	-	18	-	0
67	-	0	-	0	-	45	-	0
68	-	2	-	0[1]	-	48	-	0
69	-	1	-	0[1]	-	40	-	0
70	-	0	-	0	-	37	-	0
71	-	6	-	3	-	-	-	1
72	-	1	-	1	-	20	-	0
73	-	2	-	1	-	21	-	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	4	-	0[1]	-	39	-	0
77	-	0	-	2	-	14	-	0
78	-	0	-	4	-	3	-	0
79	-	0	-	1	-	24	-	0
80	-	-	-	2	-	16	-	0

TABLE A-6 (Cont'd.)

A TIME SERIES COMPARISON
OF NEGATIVE CHOICES ON SOCIAL DIMENSIONS

Student ID	Choices Made		Choices Received		Ranking		Mutual Choices	
	Sept	May	Sept	May	Sept	May	Sept	May
81	-	2	-	1	-	26	-	0
82	-	0	-	3	-	11	-	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-
85	-	3	-	1	-	25	-	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	0	-	0	-	47	-	0
89	-	2	-	2	-	15	-	1
90	-	0	-	0	-	49	-	0
91	-	5	-	3	-	9	-	3

TABLE A-7

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ALL DIMENSIONS

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
01	11	2	9	5	0[1]	0	0	0
02	9	4	9	5	-	-	-	-
03	9	6	8	1	1	0	2	0
04	11	6	6	0	-	-	-	-
05	11	1	7	2	3	0	1	0
06	9	3	7	3	6	1	2	0
07	10	2	10	4	-	-	-	-
08	9	2	6	3	-	-	-	-
09	6	3	9	2	6	3	4	0
10	11	2	8	0	6	5	8	0
11	14	11	7	0	-	-	-	-
12	7	1	6	1	-	-	-	-
13	9	2	8	1	4	3	4	0
14	10	4	9	3	-	-	-	-
15	9	3	11	2	3	0	6	1
16	8	6	7	1	-	-	-	-
17	6	4	9	2	6	6	4	0
18	9	5	9	2	-	-	-	-
19	10	4	10	8	-	-	-	-
20	12	0	7	2	8	4	4	0
21	9	4	10	3	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-7 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ALL DIMENSIONS

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
22	10	5	10	1	-	-	-	-
23	14	2	8	1	-	-	-	-
24	12	4	9	1	-	-	-	-
25	12	4	9	1	-	-	-	-
26	14	11	7	2	5	2	10	2
27	4	3	8	2	7	5	3	0
28	10	4	10	5	7	5	5	0
29	10	5	11	4	-	-	-	-
30	8	4	4	1	-	-	-	-
31	11	2	10	3	-	-	-	-
32	12	9	9	2	7	3	6	2
33	11	8	8	0	-	-	-	-
34	5	3	8	0	-	-	-	-
35	6	1	8	2	-	-	-	-
36	6	3	12	4	-	-	-	-
37	12	7	8	2	-	-	-	-
38	10	6	10	4	-	-	-	-
39	10	2	7	2	10	2	6	0
40	11	3	8	3	8	2	2	1
41	9	6	11	6	-	-	-	-
42	14	8	7	0	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-7 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ALL DIMENSIONS

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
43	9	3	10	3	0[1]	0	0	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	-	-	-	6	0	5	1
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	-	-	-	10	5	2	0
50	-	-	-	-	-	-	-	-
51	-	-	-	-	3	1	4	0
52	-	-	-	-	-	-	-	-
53	-	-	-	-	2	0	0	0
54	-	-	-	-	6	2	4	2
55	-	-	-	-	7	4	4	0
56	-	-	-	-	6	3	1	1
57	-	-	-	-	-	-	-	-
58	-	-	-	-	8	4	2	0
59	-	-	-	-	-	-	-	-
60	-	-	-	-	8	3	3	0
61	-	-	-	-	10	2	6	3
62	-	-	-	-	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-7 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ALL DIMENSIONS

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
63	-	-	-	-	-	-	-	-
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	-	-	-	10	5	4	0
67	-	-	-	-	2	0	2	0
68	-	-	-	-	8	4	4	0
69	-	-	-	-	11	5	2	0
70	-	-	-	-	5	1	2	0
71	-	-	-	-	7	2	7	2
72	-	-	-	-	4	4	2	0
73	-	-	-	-	7	2	3	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	-	-	-	10	2	7	1
77	-	-	-	-	0[1]	0	0	0
78	-	-	-	-	0[1]	0	0	0
79	-	-	-	-	1	1	0	0
80	-	-	-	-	-	-	-	-
81	-	-	-	-	9	3	3	0
82	-	-	-	-	1	0	0	0
83	-	-	-	-	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-7 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ALL DIMENSIONS

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
84	-	-	-	-	-	-	-	-
85	-	-	-	-	6	0	4	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	-	-	-	12	0	0	0
89	-	-	-	-	11	1	5	2
90	-	-	-	-	2	1	0	0
91	-	-	-	-	11	3	10	6

---

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-8

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ACADEMIC DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
01	4	2	3	3	0[1]	0	0	0
02	2	2	3	3	-	-	-	-
03	2	2	2	0	0[2]	0	1	0
04	4	3	3	0	-	-	-	-
05	4	2	3	2	2	0	1	0
06	2	2	1	0	3	1	1	0
07	3	3	4	3	-	-	-	-
08	2	1	2	0	-	-	-	-
09	3	2	3	1	3	2	2	0
10	4	1	2	0	3	3	3	0
11	7	6	1	0	-	-	-	-
12	4	0	3	1	-	-	-	-
13	2	0	2	0	2	1	2	0
14	3	3	3	2	-	-	-	-
15	3	3	5	2	0[2]	0	3	0
16	1	1	4	1	-	-	-	-
17	3	2	3	2	3	3	2	0
18	2	2	3	1	-	-	-	-
19	3	2	4	3	-	-	-	-
20	5	0	1	1	4	3	2	0
21	2	0	4	3	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-8 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ACADEMIC DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
22	3	1	4	1	-	-	-	-
23	7	2	2	0	-	-	-	-
24	5	3	3	1	-	-	-	-
25	5	4	3	0	-	-	-	-
26	7	7	1	1	3	2	5	1
27	2	2	2	2	4	3	3	0
28	3	3	4	3	3	3	4	0
29	3	1	5	[illegible]	-	-	-	-
30	3	2	2	0	-	-	-	-
31	4	2	4	2	-	-	-	-
32	5	4	3	1	3	2	3	1
33	4	3	2	0	-	-	-	-
34	3	1	2	0	-	-	-	-
35	4	1	2	1	-	-	-	-
36	1	1	6	2	-	-	-	-
37	5	5	3	2	-	-	-	-
38	3	1	4	2	-	-	-	-
39	3	1	1	1	5	1	2	0
40	4	1	2	2	4	1	1	0
41	2	2	5	4	-	-	-	-
42	7	5	1	0	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-8 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ACADEMIC DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
43	2	2	4	1	0[1]	0	0	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	-	-	-	3	0	2	1
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	-	-	-	4	3	1	0
50	-	-	-	-	-	-	-	-
51	-	-	-	-	1	1	2	0
52	-	-	-	-	-	-	-	-
53	-	-	-	-	1	0	0	0
54	-	-	-	-	4	0	2	1
55	-	-	-	-	4	4	0	0
56	-	-	-	-	4	3	0	0
57	-	-	-	-	-	-	-	-
58	-	-	-	-	4	4	1	0
59	-	-	-	-	-	-	-	-
60	-	-	-	-	5	2	1	0
61	-	-	-	-	3	1	2	2
62	-	-	-	-	-	-	-	-
63	-	-	-	-	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-8 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ACADEMIC DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	-	-	-	6	4	2	0
67	-	-	-	-	2	0	2	0
68	-	-	-	-	4	2	2	0
69	-	-	-	-	7	3	1	0
70	-	-	-	-	3	1	2	0
71	-	-	-	-	4	2	1	1
72	-	-	-	-	2	2	1	0
73	-	-	-	-	4	1	1	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	-	-	-	6	2	3	1
77	-	-	-	-	1	1	0	0
78	-	-	-	-	0[1]	0	0	0
79	-	-	-	-	1	1	0	0
80	-	-	-	-	-	-	-	-
81	-	-	-	-	6	3	1	0
82	-	-	-	-	1	0	0	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-

[1]Isolate

[2]Reject

+ = Positive

- = Negative

TABLE A-8 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON ACADEMIC DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
85	-	-	-	-	3	0	1	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	-	-	-	6	0	0	0
89	-	-	-	-	5	1	3	1
90	-	-	-	-	1	1	0	0
91	-	-	-	-	4	3	5	3

---

[1]Isolate

[2]Reject

+ = Positive

- = Negative

TABLE A-9

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON SOCIAL DIMENSION

	September				May			
ID Code	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
01	7	0	6	2	0[1]	0	0	0
02	7	2	6	2	-	-	-	-
03	7	4	6	1	1	0	1	0
04	7	3	3	0	-	-	-	-
05	7	0	4	0	1	0	0	0
06	7	1	6	3	3	0	1	0
07	7	0	6	1	-	-	-	-
08	7	1	4	3	-	-	-	-
09	3	1	6	1	3	1	2	0
10	7	1	6	0	3	2	5	0
11	7	5	6	0	-	-	-	-
12	3	1	3	0	-	-	-	-
13	7	2	6	1	2	2	2	0
14	7	1	6	1	-	-	-	-
15	6	0	6	0	3	0	3	1
16	7	5	3	0	-	-	-	-
17	3	2	6	0	3	3	2	0
18	7	3	6	1	-	-	-	-
19	7	2	5	5	-	-	-	-
20	7	0	6	1	4	1	2	0
21	7	4	6	0	4	1	2	0

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-9 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON SOCIAL DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
22	7	3	6	0	-	-	-	-
23	7	0	6	1	-	-	-	-
24	7	1	6	0	-	-	-	-
25	7	0	6	1	-	-	-	-
26	7	4	6	1	2	0	5	1
27	2	1	6	0	3	2	0	0
28	7	1	6	2	4	2	1	0
29	7	4	6	1	-	-	-	-
30	5	2	2	1	-	-	-	-
31	7	0	6	1	-	-	-	-
32	7	5	6	1	4	1	3	1
33	7	5	6	0	-	-	-	-
34	2	2	6	0	-	-	-	-
35	2	0	6	1	-	-	-	-
36	5	2	6	2	-	-	-	-
37	7	2	5	0	-	-	-	-
38	7	5	6	2	-	-	-	-
39	7	1	6	1	5	1	4	0
40	7	2	6	1	4	1	1	1
41	7	4	6	2	-	-	-	-
42	7	3	6	0	-	-	-	-

[1]Isolate

[2]Reject

+ = Positive

- = Negative

TABLE A-9 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON SOCIAL DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
43	7	1	6	2	0[1]	0	0	0
44	-	-	-	-	-	-	-	-
45	-	-	-	-	-	-	-	-
46	-	-	-	-	3	0	3	0
47	-	-	-	-	-	-	-	-
48	-	-	-	-	-	-	-	-
49	-	-	-	-	6	2	1	0
50	-	-	-	-	-	-	-	-
51	-	-	-	-	2	0	2	0
52	-	-	-	-	-	-	-	-
53	-	-	-	-	1	0	0	0
54	-	-	-	-	2	0	2	1
55	-	-	-	-	3	0	0	0
56	-	-	-	-	2	0	1	1
57	-	-	-	-	-	-	-	-
58	-	-	-	-	4	0	1	0
59	-	-	-	-	-	-	-	-
60	-	-	-	-	3	1	2	0
61	-	-	-	-	7	1	4	1
62	-	-	-	-	-	-	-	-
63	-	-	-	-	-	-	-	-

[1]Isolate

[2]Reject

+ = Positive

- = Negative

TABLE A-9 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON SOCIAL DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
64	-	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-	-
66	-	-	-	-	4	1	2	0
67	-	-	-	-	0[1]	0	0	0
68	-	-	-	-	4	2	2	0
69	-	-	-	-	4	2	1	0
70	-	-	-	-	2	0	0	0
71	-	-	-	-	3	0	6	1
72	-	-	-	-	2	2	1	0
73	-	-	-	-	3	1	2	0
74	-	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-	-
76	-	-	-	-	4	0	4	0
77	-	-	-	-	0[1]	0	0	0
78	-	-	-	-	0[1]	0	0	0
79	-	-	-	-	0[1]	0	0	0
80	-	-	-	-	-	-	-	-
81	-	-	-	-	3	0	2	0
82	-	-	-	-	0[1]	0	0	0
83	-	-	-	-	-	-	-	-
84	-	-	-	-	-	-	-	-

[1]Isolate [2]Reject

+ = Positive - = Negative

TABLE A-9 (Cont'd.)

TIME SERIES COMPARISON OF
POSITIVE AND NEGATIVE CHOICES ON SOCIAL DIMENSION

ID Code	September				May			
	+	Mutuals	-	Mutuals	+	Mutuals	-	Mutuals
85	-	-	-	-	3	0	3	0
86	-	-	-	-	-	-	-	-
87	-	-	-	-	-	-	-	-
88	-	-	-	-	6	0	0	0
89	-	-	-	-	6	0	2	1
90	-	-	-	-	1	0	0	0
91	-	-	-	-	7	0	5	3